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SPACE AND EQUIPMENT FOR HOMEMAKING EDUCATION, CALIFORNIA HIGH SCHOOLS.

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CHANGES AND DEVELOPMENTS AFFECTING HOME AND FAMILY LIVING REQUIRE CHANGES IN THE CURRICULUM AND, CONSEQUENTLY, IN FACILITIES. AN ADVISORY COMMITTEE OF HOMEMAKING TEACHERS HELPED TO DEVELOP THIS INFORMATION DESIGNED TO ASSIST ARCHITECTS, LOCAL SCHOOL ADMINISTRATORS, HOMEMAKING TEACHERS, AND OTHERS IN PLANNING SPACE AND FACILITIES. CONSIDERATION IS GIVEN TO THE PHILOSOPHY OF HOMEMAKING EDUCATION, COOPERATIVE PLANNING, ADMINISTRATIVE DECISIONS, EDUCATIONAL SPECIFICATIONS, PRINCIPLES OF FLEXIBILITY, AND TRENDS IN TODAY'S SOCIETY. THE SPECIFIC NEEDS OF HOMEMAKING EDUCATION DICTATED BY ITS ELEMENTS, THE CONTEMPORARY CURRICULUM, FAMILY AND COMMUNITY RELATIONSHIPS, HOME MANAGEMENT AND HOMEMAKING SKILLS, AND VARIED INSTRUCTIONAL ACTIVITIES, ARRANGEMENT, EQUIPMENT, AND SUPPLEMENTARY MATERIALS ARE GIVEN FOR GENERAL FACILITIES SUCH AS (1) A DEMONSTRATION, DISCUSSION, AND STUDY AREA AND MATERIALS CENTER, (2) A WORKROOM, AND (3) GENERAL CLASSROOM STORAGE. SIMILAR INFORMATION IS GIVEN FOR EACH ASPECT OF INSTRUCTION SUCH AS FAMILY RELATIONSHIPS, CHILD DEVELOPMENT, FAMILY HEALTH, FOODS AND NUTRITION, CLOTHING AND TEXTILES, LAUNDRY HOUSING AND HOME FURNISHINGS, AND MANAGEMENT. FLOOR PLANS, DRAWINGS, SPECIFICATIONS, LISTS OF EQUIPMENT, A WORK SHEET, A BIBLIOGRAPHY, AND AN INDEX ARE INCLUDED. (MS)

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SPACE AND EQUIPMENT

FOR
HOMEMAKING
EDUCATION
IN
CALIFORNIA
HIGH
SCHOOLS

CALIFORNIA
STATE DEPARTMENT OF EDUCATION
Max Rafferty
Superintendent of Public Instruction
Sacramento, California
1964

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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S P A C E
A N D
E Q U I P M E N T

FOR HOMEMAKING EDUCATION

California High Schools

REVISED
1964

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Max Rafferty, Superintendent of Public Instruction

BUREAU OF HOMEMAKING EDUCATION
Mrs. Dorothy M. Schnell, Chief

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ILLUSTRATIONS in this bulletin are meant to be suggestions and not detailed working drawings

FOREWORD

THIS BULLETIN IS INTENDED to assist architects, local school administrators, homemaking teachers, and others in planning space and facilities for homemaking education in California high schools.

IT IS PUBLISHED in response to many requests. It has been prepared by staff members of the Bureau of Homemaking Education with the cooperation of many interested groups and individuals.

FACILITIES PLAY AN IMPORTANT PART in all learning. In high school homemaking education they must provide the environment, the space, equipment, and furnishings for instruction in personal development and in the theory and practice of home and family living.

IT IS IMPORTANT that with changing trends in today's society, serious thought be given to planning facilities which will serve homemaking education now and in the future.

Max Rafferty

Max Rafferty
Superintendent of Public
Instruction
California State
Department of Education

Sacramento, California
1964

STATEMENT OF APPRECIATION

ACKNOWLEDGEMENTS

MANY PERSONS cooperated in preparation of materials for this publication. Appreciation is extended to certain school districts and school district personnel who permitted homemaking teachers to serve as an advisory committee.

GRATEFUL acknowledgement is made of the extremely helpful cooperation of the following homemaking teachers:

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- Mrs. Talma Windle Wolfe, Monterey, who planned the format and carried the editorial responsibility.

P R E F A C E

CURRENT SOCIAL, ECONOMIC, and technological developments which affect home and family living call for changes in the high school homemaking curriculum. This, in turn, requires changes in facilities for homemaking education.

STEADY INCREASE in school building, new trends in class organization and staff utilization have combined to intensify the need for fresh materials on the space and equipment needed for homemaking education.

IN A RECENT NATIONAL STUDY it was found that only 40 percent of the homemaking teachers judged the space and facilities as adequate for all the groups they were teaching. Many asked for assistance in planning new facilities or in remodeling existing departments.

VARIOUS CHECKLISTS and opinionnaires were used to appraise the space and equipment needed for the total program and for each phase of homemaking education. Teacher educators, supervisors, and homemaking teachers responded to these inquiries. Checks also were made with known research, with recent findings of other groups, and with recent literature.

THE INFORMATION in this publication comes primarily from responses of the representative advisory committee of homemaking teachers.

Recommendations of adequacy are based on these responses.

Richard M Clowes

Richard M. Clowes
Associate Superintendent
Chief, Division of Instruction

Dorothy M. Schnell

Dorothy M. Schnell, Chief
Bureau of Homemaking Education

Sacramento, California
1964

Harold B. Gores, President
Educational Facilities Laboratories, said:

"A schoolhouse is a container. It contains education, and education is a fluid process. Therefore, the container assumes immense importance because fluids tend to take the shape of their containers .....

"Winston Churchill said it best: 'We shape our buildings and thereafter they shape us.' If education is a fluid process, the container should be alterable, preferably at will and at once, lest it frustrate all reasonable attempts to meet new problems as they will inevitably arise to the year 2010 when the buildings will still be standing and, hopefully, serving the children well."

Educational Facilities
Laboratories, Inc.
477 Madison Avenue
New York 22, New York

INTRODUCTION

ENVIRONMENT affects learning.

Well planned SPACE AND EQUIPMENT will contribute to effective teaching and learning of homemaking education. Buildings should be designed and facilities should be flexible enough not only to house the homemaking education department, but also to enhance the varied instructional activities of the homemaking program.

CONTEMPORARY CURRICULUM requires that many different activities be conducted within a classroom, yet the homemaking classroom should simulate home conditions. Students learn by 'doing, seeing, and hearing,' -- so skills, techniques, and understandings are best developed in situations and with facilities which are comparable to homes and related to family living.

CHANGES ARE OCCURING in homemaking education programs and in teaching methods because of trends in today's society, new audio-visual equipment, and wiser use of teachers' abilities.

CHANGES WILL CONTINUE. The most judicious school and department planning will allow for convertibility of interior arrangements, for easy access to utility connections, for use of materials which require little upkeep, and for less use of fixed stations which cannot be moved without exorbitant cost.

PRE-PLANNING should take into consideration maximum open space in each classroom or in adjoining classrooms, and the possible expansion of the department.

MANY SUGGESTIONS given in this bulletin can be applied to remodeling as well as to construction of new facilities for homemaking education.

THE PURPOSE OF THIS BULLETIN IS TWO-FOLD:

- to identify the broad program of homemaking education which should be offered in all California high schools
- to specify the space and equipment needed in order to present that program adequately.

PLANNING HOMEMAKING EDUCATION

SPACE AND EQUIPMENT

requires that consideration be given to:

- PHILOSOPHY OF HOMEMAKING EDUCATION
- COOPERATIVE PLANNING
- ADMINISTRATIVE DECISIONS
- EDUCATIONAL SPECIFICATIONS
- PRINCIPLES OF FLEXIBILITY
- TRENDS IN TODAY'S SOCIETY

and that there be a careful

- STUDY OF SPECIFIC NEEDS
  - General facilities
  - Facilities for each aspect of instruction in homemaking education

as related to

- CONTEMPORARY CURRICULUM
- STUDY OF RELATIONSHIPS
- HOME MANAGEMENT AND HOMEMAKING SKILLS
- VARIED INSTRUCTIONAL ACTIVITIES

PHILOSOPHY OF HOMEMAKING EDUCATION

A GENERAL STATEMENT

- Homemaking education should relate to the ways families live, so that it carries over into the homes and adult lives of pupils, and assists them to develop comfortable personal relationships within the family and the community.

- Homemaking education should contribute to the individual growth and personal development of students, so they learn to make discriminating choices based on knowledge, so they build appreciations and attitudes which will enrich their own lives and the lives of others, so they discover work patterns and have a background of actual experiences which will help them to live more effectively.

- Homemaking education should encourage excellence and promote wise personal decisions by demonstrating different sets of values, but should teach students to reconcile their broadened experience with family customs and beliefs.

- Homemaking education should suggest career possibilities and wage-earning occupations.

THE HOMEMAKING CURRICULUM

- The homemaking curriculum should be pointed toward intellectual understanding as well as factual knowledge and manipulative skills. Homemaking is closely allied to the physical, biological, natural, and social sciences -- and homemaking instruction should relate to other phases of education.

- Homemaking instruction should be planned, executed, and evaluated cooperatively by teachers and administrators and with student and parent assistance. It should be suited to the community, and should deal with community as well as family relationships. It should include all phases of home and family living:

  - Family Relationships ; Child Development
  - Family Health
  - Foods and Nutrition
  - Clothing and Textiles
  - Housing and Home Furnishing
  - Home Management; Family Economics

Family Relationships and Child Development

- Instruction in family living should encourage better family relationships by defining roles of family members and explaining changes which occur as children mature. Students can be challenged to develop finer personalities, and to be more thoughtful and considerate of others as they become aware of how each person contributes to family environment. They can discover there is no one solution to any problem, and can begin to develop skill in meeting family and other problems by learning about the principles which affect all human relationships.

- Instruction in family relationships and in child development can have far-reaching results when students become parents and have homes of their own.
- It is important that students find out where they can get additional information or help which may be needed in adult life.

Family Health

- All individuals should learn to assume some responsibility, not only for their personal health, but also for home, family, and community well-being. Students should be taught ways to safeguard homes from illness and accident, and the necessity of cooperating with community health agencies. Principles of health and safety should be applied to housing, foods, child development, and clothing units. Some instruction should be given in home nursing and care of the aged, with emphasis on human relations as well as on nursing techniques.

Foods and Nutrition

- Foods instruction should be concerned with good nutrition, cleanliness, personal and family health. It should include teaching of and actual, practical experience in the proper preparation and serving of foods.
- It should teach sensible and economical purchasing of foods. In study of fresh, canned, packaged, or frozen foods, emphasis should be on alternates, and on appraisals of differences in nutritional value, taste, cost, time and energy savings, and acceptability.
- Foods instruction should include a broadened interest in variety menus, different cultures, new and different foods, and should stress the need for attractiveness in appearance and service.

Clothing and Textiles; Laundry

- Clothing instruction should guide the students to intelligent planning, selection, purchase or construction, and care of wardrobes for themselves and their families. It should include practical experiences related to need.
- Clothing selection should be related to changing fashion as well as to reasonable cost and the type of community or the occasion. There should be a study of different textiles. There should be emphasis on basic suitability, line, color, and texture.
- Clothing should include good grooming instruction, and students should be encouraged to accentuate their best points.
- Laundry and dry-cleaning products and methods should be studied to learn the best care for different fabrics.

Housing and Home Furnishing

- Students should learn something about different kinds of housing -- the separate house, housing tracts, apartments, trailers. They should be informed about changes which are occuring in construction methods and

materials, but should be guided into practical living today rather than into planning a dream house of the future. Consideration should be given to the legal and financial complexities of renting or owning a home.

- Students should be encouraged to seek professional help, rather than to attempt to do certain things without technical knowledge or equipment -- such as drawing their own house plans.
- Students should learn that homes create a magic environment which influences all the people who live there in all aspects of living. Instruction should bring out the relationship of beauty with function and efficiency. Students should carry over knowledge gained in clothing and textile courses to home furnishing, as line, form, color, texture, and scale. They should learn use and care of home appliances and of wood, plastic, or other materials used in home furnishings.
- They should be taught the importance of family participation in major housing decisions.

Home Management and Family Economics

- This is a practical means of conserving family resources, learning how to make choices, and learning not only how to do things but also what is acceptable in expenditure of time, energy, and money to achieve the greatest human satisfaction. It should include instruction in consumer education, proper use and care of homemaking equipment and furnishings in the home. It should have some budget and family finance instruction.
- Aside from practical instruction, home management education should endeavor to help students understand environment, and should encourage beauty, simplicity, and a pleasant, comfortable home atmosphere.

THE HOMEMAKING TEACHER

- The teacher should recognize the diverse conditions in students' homes, the previous experiences and the values of students, and realize the various racial, cultural, and socio-economic backgrounds represented in each class, and should try to bring about mutual respect and understanding among students.
- The teacher should be aware of the different needs, interests, concerns, and abilities of students, and judge the disparity in length of time required for some students to learn.
- The teacher is the key to learning. The teacher must have a strong program in which she believes, and must know how to make it appealing both to students currently enrolled in class and to prospective students who may consider homemaking education as an elective course.
- The teacher must develop human understanding of people, -- students, parents, co-workers, and the community. The teacher should be a gracious hostess, attractive, competent, and at ease in the classroom situation.

COOPERATIVE PLANNING

WHO SHOULD BE INVOLVED IN COOPERATIVE PLANNING OF HOMEMAKING FACILITIES?

EXPERTS in school planning advocate democratic participation by the school staff and community representatives. Team planning brings in a variety of resources. No one can know everything. The space, equipment, and arrangement of the homemaking department affects the educational program -- and also may influence standards for homes in the community.

A SIGNIFICANT FACTOR is the KIND of homemaking education program deemed best for a particular community, being mindful that the structure and nature of the community may change in the next several years. The team should identify the purpose and proposed uses of a facility, and then seek the best ways to achieve satisfactory results.

SCHOOL BUILDINGS are long-lasting and costly, and it is a grave responsibility to make decisions about plans. Although the actual decision is made by members of the school board, planning should be done cooperatively by:

- school administrators
- homemaking teachers
- faculty committees
- parents, especially mothers
- selected local businessmen

) with the professional advice and assistance of architects; of planning consultants -- local and state; of homemaking education supervisors -- local, county, or state

- The school administrator should present to the board recommendations for sufficient functional space and adequate equipment to provide the best educational program. He also must consider availability of funds.
- The homemaking teacher has a responsibility to describe the function and purposes of the department, and to recommend the size, type, and the quality of large equipment to be selected.
- The faculty committees should consider the total educational program and possible joint use of facilities within department or school.
- Parents and business people could bring a fresh viewpoint to the discussions, and may give public support of school needs.
- The architect must be concerned, not only with the total school plant and interior space and arrangements, but also with many other factors: visual effect of space created by the building and adjacent masses, as seen from within and from around the building; total plant site, the prevailing winds, light exposures and glare, accessibility of roads and utility connections, probable landscaping; bearing and non-bearing walls; building codes and state law, including fire regulations.
- The planning consultant is alert to new construction methods, use of new materials, and many practical construction features.
- The homemaking education supervisor is aware of new trends in educational programs, and in planning of homemaking facilities.

THE BEST HOMEMAKING EDUCATION FACILITIES reflect sensitive educational planning and creative architecture.

. . . AND ADMINISTRATIVE DECISIONS

WHICH MUST BE MADE IN PLANNING HOMEMAKING EDUCATION FACILITIES FOR CALIFORNIA HIGH SCHOOLS

Preliminary decisions for the total school plant

- Who is to be involved in planning: specific responsibilities
- Selection of site: purchase and all financial arrangements
- Site-Use plan: location and general layout of facilities, considering road and utility access, topography, climate, prevailing winds, direction of natural lighting, and other physical factors including outdoor area needs for physical education and recreation programs, for parking, and the preliminary landscaping plans
- Building plan: an arrangement of buildings and open space suitable to the site, to the community, to the architectural style preferred, and which best will accommodate the proposed plant and best adapt to the educational program
- Kinds and sizes of total facilities: depending on financial ability of the school district, on projected total enrollment of the school, on grades to be served, and according to the varied educational programs to be offered -- with proper proportion to each department in keeping with community needs, rather than to stress one at expense of others.
- Specific authorization of someone to maintain a record of decisions made, to assure continuity of action in preparing educational specifications, to coordinate overlapping use of certain general facilities, to work most directly with the architect, to be responsible for scheduling sequential action in planning, approval of plans, call for bids, and to be available to consult with architect and contractor as construction proceeds

DECISIONS ABOUT HOMEMAKING EDUCATION FACILITIES

- Community characteristics which affect planning
- Homemaking courses to be offered
- Numbers and sizes of homemaking classes
- Pattern of enrollment and methods of grouping
- Methods of teaching and best use of staff
- Departmental planning and possible arrangements
- Detail of plans for homemaking education facilities
- Potential school and community use of homemaking facilities
- Amount of money available: priorities
- Color schemes to be selected

Educational specifications must be clear-cut

ADMINISTRATIVE DECISIONS

WHICH AFFECT HOMEMAKING EDUCATION FACILITIES

- Community characteristics: must be considered in planning a school and in plans for a specific homemaking education department. Schools in general, and homemaking education instruction in particular, can be vital factors in improvement of home, family, and community life, and can have a distinct effect on home and community facilities within and beyond the school neighborhood.

- Homemaking courses to be offered: should be based on the philosophy of education adopted by the school district, and on the community characteristics:
  - existing community complex and potential changes
  - value patterns and conditions of families from which students come
  - major community industries or businesses
  - probability of change in family life and homemaking education instruction because of trends in today's society

- Numbers and sizes of homemaking classes: according to the courses to be offered, the total anticipated enrollment, and the probable interests and needs of students: resulting in a master plan
  - total homemaking enrollment by a given date 19 ___
  - total homemaking enrollment, maximum within the life of the facilities 20 ___
  - estimated range in class size, depending on methods of grouping
  - estimated number of homemaking classes, based on courses to be offered and anticipated enrollment in each
  - number of teaching stations needed to accommodate classes
  - number of classes which will have simultaneous instruction in the same course, requiring duplication of facilities and equipment

- Pattern of enrollment and methods of grouping:
  - estimated numbers of students in each grade: 9-10-11-12
  - estimated numbers of adult students and adult classes
  - ability grouping
  - interest grouping:
    - college-bound
    - professional careers in homemaking
    - homemaking as a vocation
    - wage-earning jobs related to homemaking
    - homemaking skills for business education or other majors

- Methods of teaching and best use of staff:
  - one teacher assigned to a particular room for a year, for a semester, or assigned to several rooms during the day
  - large-group instruction under one or more teachers
  - smaller laboratory classes under one teacher
  - use of homemaking teacher/s as resource person/s for instruction in personal and family living for students other than those enrolled in homemaking courses

ADMINISTRATIVE DECISIONS

- Departmental planning and possible arrangements:
  - suite of rooms or rooms in separate wings
  - all-purpose room: for all aspects of homemaking instruction
  - multi-purpose room: for selected related aspects of homemaking instruction

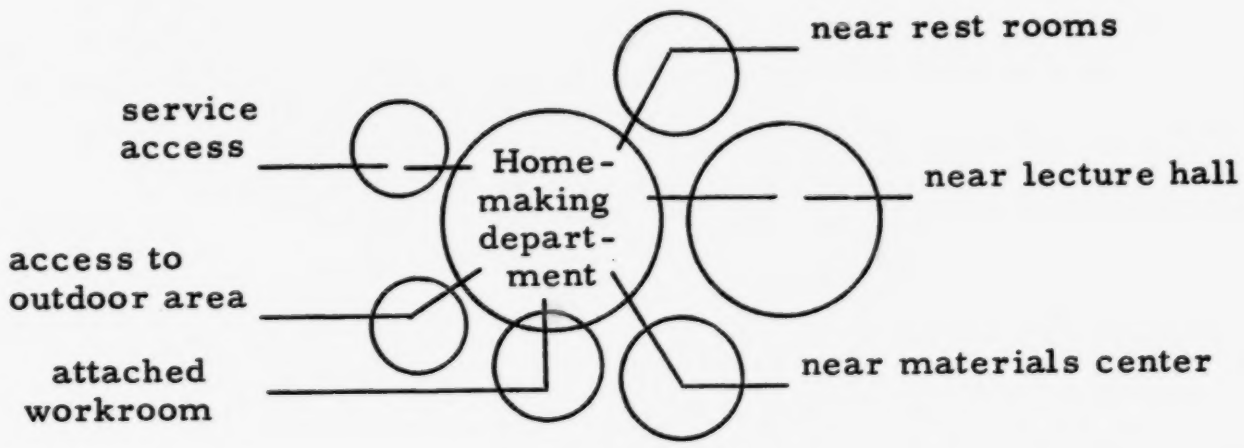
    (See WORKSHEET for suggested types of homemaking departments, and different numbers of rooms -- pages 59-60.)

- Detail of plans for homemaking education facilities:
  - Approximate space to be allocated for homemaking education, considering the number of courses to be offered, the projected homemaking program - in light of trends in today's society, the possible pattern of enrollment, methods of grouping and teaching, and potential use of facilities by school and community

  - Location of homemaking department in relation to other facilities:
    - administrative area
    - art department
    - cafeteria lunchroom
    - industrial education department
    - physical education facilities
    - science department
    - social science department
    - restrooms
    - service access

  - Location of homemaking department in relation to use of certain facilities for research, team-teaching, large-group instruction:
    - audio-visual facilities
    - instructional materials center
    - lecture halls
    - other large facilities
    - library

Suggested method of general planning



ADMINISTRATIVE DECISIONS

- Potential school and community use of homemaking facilities:
  - school groups: Future Homemakers of America, other student clubs; student body officers; other departments, as science, art
  - community groups: Parent-Teacher Association; Girl Scouts; 4-H Clubs; special-interest groups such as older people of the community, young married couples, or handicapped homemakers
  - kinds of use: informal conferences; school or community projects; daytime and evening classes; lecture and classroom discussion; laboratory use for learning or demonstration
  - estimated numbers of times facilities will be used annually by other school groups or by community groups
  - additional equipment, storage, and space needed in the homemaking department for use by other school groups and by community groups:
    - facilities to care for children while adults participate in evening programs at the school, including homemaking classes
    - storage space for adult classes' materials

- The balance of natural and artificial lighting should be considered: use of tinted window glass to reduce glare, depth of roof overhang or other control devices; kinds of lighting fixtures, as drop or panel

- Color schemes should be integrated, should be considered in relation: to both natural and artificial lighting, as some colors change a lot; to whether the surface is dull or reflects light; to the actual area of space for each color, and the inter-relation between all components of a room or suite:

. floor	. counter tops	. fixed equipment (sinks, stoves, other)
. walls	. chalkboards	
. doors	. bulletin boards	. cabinets
. trim	. window treatment	. movable furnishings

It would be wise to consult with the architect or the planning consultant for color suggestions, as they are trained to think of color for large areas, will be familiar with materials available commercially, such as paint, tile, fabrics, and should know different effects of flat, mat, and rough surfaces

Related to color selection is selection of hardware metals: door knobs, cabinet handles, trim on lighting fixtures, on windows, and on fixed equipment

(See WORKSHEET, pages 59-62)

- Amount of money available: establish priorities

EDUCATIONAL SPECIFICATIONS

EDUCATIONAL SPECIFICATIONS MUST BE CLEAR-CUT:

- **MUST STATE** the purpose of each department or classroom, with some idea of required space, including office or storage space
- **MUST IDENTIFY** kind, size, and quantity of equipment to be in fixed position, movable furniture to be used, items to be stored
- **MUST SUGGEST** the numbers of persons to be accommodated under varying conditions, according to adopted program and activities
- **MUST IDENTIFY** utility needs: heating, cooling, lighting, electrical outlets, hot and cold water, waste disposal
- **MAY SUGGEST** proposed arrangements, but should not hamper the architect's creative thinking: should present the problem or requirements and expect the architect, as the professional planner, to arrive at the best possible solution

Educational specifications should be in process during the total study of needs for homemaking education facilities and while administrative decisions are being made.

Educational specifications should be discussed informally with the architect, but the final decisions should be given to him in writing.

TENTATIVE PLANS AND PRELIMINARY DRAWINGS must be studied by those involved in the initial planning:

- to see that educational specifications are met
- to ascertain if principles of flexibility are applied
- to review relationship or access to other facilities
- to check that traffic patterns will not be awkward
- to determine if each part is functional and is integrated, and if the component parts form a suitable whole

See WORKSHEET, pages 59-62

PRINCIPLES OF FLEXIBILITY

MUST BE APPLIED IN PLANNING FACILITIES FOR HOMEMAKING EDUCATION.

FLEXIBILITY is a term which in this connection means that which can be changed, converted, or rearranged. It permits versatile use of facilities.

ADVANCE PLANNING should consider FLEXIBILITY because the facilities will be less costly in the end, and will provide a better environment for homemaking education for a longer period of time.

BECAUSE OF TRENDS IN TODAY'S SOCIETY, and the many implications which affect homemaking education, FLEXIBILITY is mandatory in planning homemaking education space and equipment -- if students are to benefit from a quality, up-to-date program of instruction in keeping with the PHILOSOPHY OF HOMEMAKING EDUCATION, and with revised course content, with new ways of grouping and scheduling, with new teaching methods, new equipment, and new technological advances.

General Criteria:

- new design in itself is not the answer to flexibility, unless it is eminently practical and really meets educational requirements
- conventional design can be planned or replanned to offer flexibility in use of space
- plans should be made so that the items which are least adaptable to rearrangement will not interfere with rearrangement of other furnishings: entrance doors, windows, plumbing, heating, traffic patterns
- in considering whether certain items should be in fixed position or movable, list how frequently used and for what activities
- mobility in itself serves no purpose unless it is functional

Space

- expansible exterior walls are those which can be removed and extended, or to which additions can be built to provide more space
- it is recommended that there be few fixed load-bearing interior walls
- it is recommended that if there is immediate need to join or separate areas to accommodate small or large groups, use be made of interior walls or partitions which fold or slide; however if need is not immediate it is less expensive to install wood and plaster non-bearing walls which can be knocked out later if and when expansion is needed

- it is recommended that dividers be used, such as screens, storage units, movable bookcases or cabinets, curtains on a track, or some other devices which can seclude related homemaking activities which occur simultaneously within a classroom -- so long as teacher supervision is not hampered

- it is recommended that there be maximum open center space to permit rearrangement of furniture and movable equipment for different types of classroom situations

- rectangular rooms have greater adaptability than square rooms

- a room less than 30 feet wide is too narrow for adaptability

Equipment

- use the same equipment for as many uses as possible

- use equipment which folds or stacks

- tables may have extensions or folding sides to provide more work space (as when used for cutting tables)

- consideration should be given to adjustable height of working surfaces and tables, to accommodate different-sized students or for different activities

- consider use of casters (with locks to hold equipment stationary), rubber tired wheels, rollers, glides

- if there is no materials center, consider a movable storage cabinet to hold all instructional materials for a particular unit, so it can be exchanged for another when a new unit is introduced

- give thought to sectional furniture, module units

Storage

- use adjustable shelves in all cabinets and bookcases

- use adjustable vertical partitions; dowels often may be used instead of solid partitions

Wall Equipment

- consider interchangeable units of bulletin boards, tackboards, pegboards, and chalkboards

- consider a wall cabinet with hinged or sliding parts to house interchangeable wall units

- consider wall tracks with clips to hold light-weight display items

Plumbing

- plumbing relocation or repair is particularly expensive; plumbing is best placed near an exterior wall or abutting on a central utility closet

- plans for plumbing installations should be for maximum ever needed, even if all units are not installed immediately

Windows

- consider use of modular window units, which may be available commercially at less cost than odd-size window forms, and which lend themselves to possible change, as clear glass, tinted glass, frosted or pebbled glass units

Lighting

- some natural lighting in the living area provides a home-like atmosphere, but it should be controlled for comfort and for use of projection equipment

Electric Wiring

- rewiring is expensive, so initial plans should allow for all possible future needs

- it is recommended that provision be made for double or triple the amount of current estimated initially as maximum needs

- use only standard 110 or 220 volt wiring

- wiring should be on modules to change intensity as activities are changed, for example during discussion less candlepower is needed than for studying or sewing; each task should have suitable lighting

- quality lighting is no more expensive than harsh lighting

- it is recommended that a continuous wiring system or 'raceway' be used to take care of changes in location of appliances and to accommodate new appliances; use strip outlets

- safety:
  - all major electrical appliances should be grounded, including sewing machines
  - floor outlets should be flush, rather than raised, and should include a metal safety top which opens with a key

TRENDS IN TODAY'S SOCIETY

Certain trends in today's society affect homemaking education subject matter and the space and equipment needed for homemaking instruction

- The population of the United States is increasing
- The population is more mobile; each year many people move
- Population patterns have changed: more elderly, more infants
- Families are larger
- Home ownership and cooperative apartment ownership have increased
- More people are living in urban areas
- School will be the social center for many high-school age boys and girls
- More students are in the labor force
- Young people are marrying earlier
- More women are working, especially young mothers
- Family roles are more complex and flexible
- Family instability has increased; there are more broken homes
- Families have changed from production to consumption of goods
- Family income has gone up and living standards are higher
- Economy has shifted from scarcity to abundance, with different spending patterns
- Technology has produced new materials, new and better equipment and appliances
- People are working fewer hours and have more leisure --- for destructive or constructive living

ACCORDING TO THE PHILOSOPHY OF HOMEMAKING EDUCATION AND TRENDS IN TODAY'S SOCIETY ....

HOMEMAKING EDUCATION SHOULD INCLUDE:

- CONTEMPORARY CURRICULUM
- STUDY OF RELATIONSHIPS
- HOME MANAGEMENT AND HOMEMAKING SKILLS
- VARIED INSTRUCTIONAL ACTIVITIES

CONTEMPORARY CURRICULUM

- planned to serve girls and boys, youth and adults: day, evening, and summer school

- with more realistic continuity
- with shorter, more comprehensive units including semester courses for special groups: the altar-bound girl, the college-bound girl, the business girl; the boy or girl who wants a background in homemaking skills for avocation or vocation

- geared to population and enrollment increase

- with new ways of grouping:
  - less by chronological age, more by readiness to learn
  - varied class sizes, small and large
  - homogeneous grouping for superior students, culturally deprived students, mentally or physically handicapped students
  - flexible scheduling

- with new concepts in teaching
  - team teaching: wiser use of teachers' abilities
  - technological aids

- with revised concepts of homemaking instruction:
  - less talk about teaching and more about learning
  - less emphasis on group performance, and more on individual goals
  - less memorization of subject matter, and more process of inquiry

- with revised content in homemaking instruction:
  - awareness of the ever-increasing body of knowledge
  - awareness of our changed economy
    - consumer education brought up-to-date ; new products
    - new equipment and appliances which are forthcoming
    - new family economics and standards of living
    - financial management

- which emphasizes homemaking as a science and an art
- which points out home economics careers
- which encourages continued homemaking education in adult life, and suggests where students may get additional homemaking information or specialized homemaking instruction or experience when needed

STUDY OF RELATIONSHIPS

Understanding of the individual, as a member of the community and the family; understanding of the family as a unit and the varying roles of family members; understanding of the child, the parent, the aged; use of leisure time; family recreation

THE INDIVIDUAL AND THE COMMUNITY

- understanding of current social patterns
  - population trends
  - laws
  - employment information
  - family economics
- study of community life, urban and suburban
- development of community leaders
- jobs and careers
- social skills and courtesies
- entertaining, formal and informal
- personal courses
- developing a philosophy of life; formulating values
- importance of choosing a life's mate

- creative use of leisure time
  - cultural and recreational possibilities in the community
  - hobbies; family projects
  - homemaking as a science and an art
  - community participation

THE FAMILY

- more stress on human relations and fundamental human needs, youth and adult
- development of family responsibilities
  - the family as a unit
  - varying roles of family members
  - understanding of parents who work
  - parental responsibilities
  - marriage responsibilities
  - child care
  - care of the aged
- family recreation

THE CHILD

- care and development of infants and children
- care of children while parents work
- emotional problems of children and adolescents

THE AGED

- care and understanding of the elderly person, including home nursing

This summary includes study of homemaking education aspects

- FAMILY RELATIONSHIPS
- CHILD DEVELOPMENT

HOME MANAGEMENT AND HOMEMAKING SKILLS

Instruction in the best use of available resources, and in the skills and planning which will make family life more effective and pleasant

FOODS AND NUTRITION

- cooking as a science and an art
- economical purchase of foods; standards and labels
- preparation of foods, including short-cut methods, convenience foods; use of freezer and refrigerator
- family meals, nutritional needs
- small-and/or-large-quantity cooking
- variety meals: outdoor cooking, new and foreign foods, menu planning
- attractive food service; entertainment
- eating out

FAMILY HEALTH

- dietary needs, personal and family
- health and safety measures
- home nursing

CLOTHING AND TEXTILES

- selection and purchase of clothing, personal and family
- construction or alteration of clothing; short cuts in sewing
- sewing as an art
- personal grooming
- care of clothing: mending, cleaning

LAUNDRY

- variety of fabrics and textiles
- variety of laundry and dry-cleaning products and methods
- use of appliances
- home laundry vs. laundromat

HOME MANAGEMENT AND HOMEMAKING SKILLS

HOUSING AND HOME FURNISHING

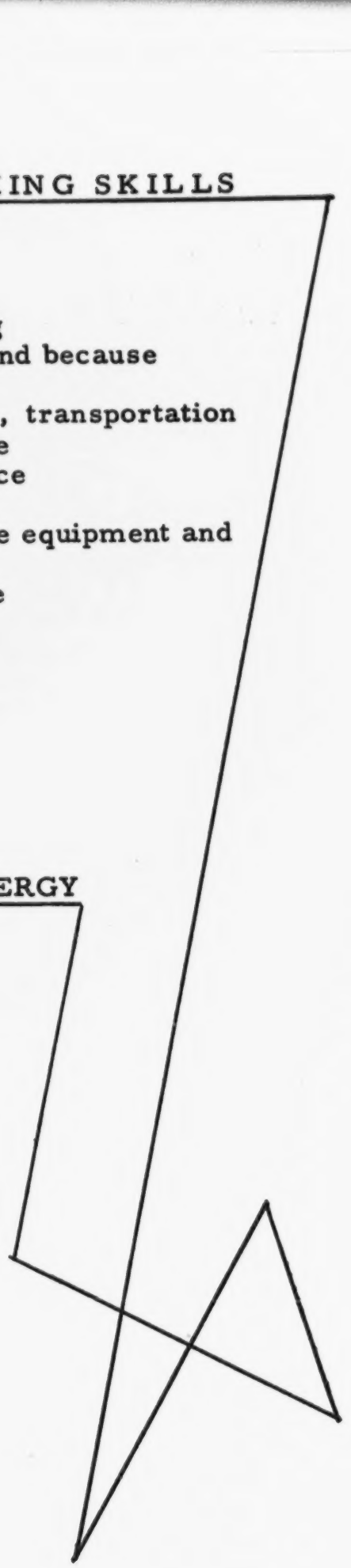
- choosing a home: renting, buying, building
- space needed for different-sized families and because of different family interests
- community factors: neighborhood, schools, transportation
- house plans: most convenient and adaptable
- alternate arrangements for best use of space

- selection, purchase, use, and care of home equipment and appliances
- awareness of new equipment to be available
- choosing home furnishings:
  - scale
  - suitability
  - flexibility
  - color
  - personal and family taste
- home decoration as an art
- selection of home accessories

MANAGEMENT OF MONEY, TIME, AND ENERGY

- minimum needs
- up-to-date consumer education:
  - price
  - quantity
  - quality
  - convenience
- buying habits, spending patterns
- budgets, allowances
- finance:
  - banking
    - checking
    - savings
    - investments
    - loans
    - mortgages
    - interest rates
  - installment buying; cash and credit
  - insurance
  - taxes and assessments
  - financial records
- cost of utilities

- time-saving products, equipment
- home-made vs. ready-to-use items
- new products and appliances
- best use of available resources
- differences in standards of living
- homemaking as a science and an art



VARIED

HOMEMAKING EDUCATION

INSTRUCTIONAL ACTIVITIES

ALL THESE TEACHING ACTIVITIES WILL BE USED in homemaking education instruction, but teachers will vary emphasis from topic to topic:

- **DEMONSTRATION:** teacher, specialist, student or student committee
- **USE OF AUDIO-VISUAL EDUCATION AIDS:** films, filmstrips, slides, television, displays
- **LECTURE:** guest speaker, teacher's presentation
- **REPORTS:** oral reports of students or student committees
- **DISCUSSION:** class, panel
- **DRAMATIZATION:** role playing; minute drama
- **OBSERVATION:** field trips, other
- **WRITTEN ASSIGNMENTS:** note-taking, tests, reports, research
- **GROUP WORK:** committee work, class work on various projects -- planning, selection, production, experimentation, arrangements
- **INDIVIDUAL WORK:** on various projects -- for assignment or experimentation, in class, at home
- **SOCIAL ACTIVITIES**

STUDY OF SPECIFIC NEEDS

OF SPACE AND EQUIPMENT FOR HOMEMAKING EDUCATION

Included in this section of the bulletin are references to:

- TRENDS which will modify the existing homemaking education program. Principles of flexibility must be applied so facilities can be adapted to contemporary curriculum and future change
- SPECIAL ACTIVITIES apt to occur during each aspect of instruction and which may occur because of certain methods of teaching and learning which may be used
  (see Varied Instructional Activities, page 20)
- RECOMMENDATIONS by the advisory committee:
  SPACE for activities and for storage
  ARRANGEMENTS which are convenient and adaptable
  EQUIPMENT AND SUPPLEMENTARY MATERIALS which are adequate to meet the specific and varied needs

This section of the bulletin outlines needs for:

- TOTAL FACILITIES FOR HOMEMAKING EDUCATION
  Considerations which apply to any homemaking department; a summary or checklist for reference and review
- GENERAL FACILITIES
  - Demonstration-Discussion-Study Area and Materials Center
  - Workroom
  - Classroom Storage
- FACILITIES FOR EACH ASPECT OF INSTRUCTION IN HOMEMAKING EDUCATION
  - Family Relationships
  - Child Development
  - Family Health
  - Foods and Nutrition
  - Clothing and Textiles; Laundry
  - Housing and Home Furnishing
  - Management

TOTAL FACILITIES
FOR HOMEMAKING EDUCATION

BECAUSE HOMEMAKING EDUCATION SHOULD INCLUDE

- Contemporary curriculum
- Study of relationships
- Home management and homemaking skills
- Varied instructional activities

CONSIDERATION SHOULD BE GIVEN TO:

- SPACE FOR ACTIVITIES AND FOR STORAGE
  - to accommodate larger classes and more students
  - to allow for flexible scheduling and team teaching: conference room
  - to allow for variable arrangements of tables and chairs for small or large groups
  - to allow for lecture, demonstration, display areas; meeting area
  - to have library and reference area for study and research; cubicles
  - to have areas for student use of and experimentation with all kinds of homemaking equipment and appliances
  - to install new equipment which may come on the market
  - to allow for freedom of ideas in use of space
  - proportioned to create an atmosphere of pleasure in living
  - storage for many different items
- ARRANGEMENTS WHICH ARE CONVENIENT AND ADAPTABLE
  - good acoustics: as carpeting, acoustical tile
  - enough electrical outlets for the homemaking equipment, for new equipment; floor or ceiling track cords for flexibility; strip outlets
  - good lighting
  - bookshelves, racks, cupboards, cabinets, closets
  - wall equipment: chalkboard, tackboard, other
  - partitional devices: glass and/or soundproofing materials; mobile dividers, folding walls
  - accessibility of plumbing connections for hook-up or repair
- EQUIPMENT AND SUPPLEMENTARY MATERIALS
  - to offer instruction in all aspects of homemaking education, with quantity according to class needs and with uniformity of equipment for easier maintenance and less use of instruction time, but with variety for instruction in different types, as gas, electrical items
    - compact equipment: items which fold or stack
    - portable equipment: sturdy, lightweight, rollers, casters
    - mobile demonstration units
    - alternate types of equipment for exhibit, comparison, use
    - fixed equipment: sinks, ventilators
    - major appliances: ranges, refrigerators, freezer, dishwasher; sewing machines, washers, dryers
    - smaller appliances: disposals, mixers, coffee-makers, vacuum cleaners, polishers; irons and ironing boards; hair dryers

TOTAL FACILITIES FOR HOMEMAKING EDUCATION

- EQUIPMENT AND SUPPLEMENTARY MATERIALS continued . . .
  - special equipment for each aspect of homemaking education, as
    - child care
    - home nursing
    - home furnishing
  - tables and chairs to accommodate class needs
  - teachers' desks and chairs
  - audio-visual equipment:
    - darkening drapes
    - screen
    - speaker's stand or podium
    - platform or stage
    - projectors
  - small appliances and tools
  - mirrors
  - demonstration items for display and experimentation
    - fabrics
    - seasonal
    - special occasion, holidays
    - packing and traveling
    - outdoor living
    - entertainment
    - home furnishing
    - space arrangements items

TEACHER SUPERVISION must be assured for all areas of each classroom, although movable dividers or partitions are recommended for some facilities.

ILLUSTRATIONS IN THIS BULLETIN ARE MEANT TO BE SUGGESTIONS AND NOT DETAILED WORKING DRAWINGS

GENERAL FACILITIES

The first consideration in planning should be given to general facilities which affect the entire homemaking department

DEMONSTRATION . DISCUSSION . STUDY AREA . AND MATERIALS CENTER

TRENDS indicate need for:

- a balance between laboratory work and demonstration, discussion, and study -- which includes more emphasis on human relations and management
- more reference reading, demonstration materials
- accessibility to school library, or to separate facilities
- accommodation for larger classes, with more ability grouping

SPECIAL ACTIVITIES

- discussion and study: all homemaking units
- demonstration:
  - techniques in food preparation
  - techniques in clothing construction
  - laundering processes
  - selection and use of color: clothing and home furnishing
  - selection, use, care of equipment
  - selection of play equipment
  - techniques of caring for ill people at home

RECOMMENDATIONS

- SPACE for demonstration, discussion, study, materials center
  - demonstration space should be within the homemaking room, or in an adjacent room (at one end of an especially narrow room)
  - should accommodate groups of various sizes and be adaptable to various arrangements
  - should allow use of portable equipment, and in larger schools allow permanent placement of audio-visual equipment as part of the homemaking department
  - should facilitate team-teaching, with a lecture room available to seat from 24 to 57, or up to 100 students (four classes) in tablet armchairs; with audio-visual equipment; and with a demonstration unit (see page 25)
  - materials center may be a combination room: reference workroom, curriculum laboratory (for four to eight teachers); be part of lecture hall or immediately adjacent to it, especially in larger schools
  - should include storage for little-used equipment or for demonstration and illustrative materials, or such items may be stored in a nearby book room, library, department workroom, or storeroom

. Floorspace

can be determined by
- . considering the group situation, furniture and equipment to be used
- . allowing working space between students of from one to two feet, but less in lecture situation
- . allowing aisle space between chairs, as is required by fire laws
- . allowing about five feet around a working unit or demonstration unit

. ARRANGEMENTS

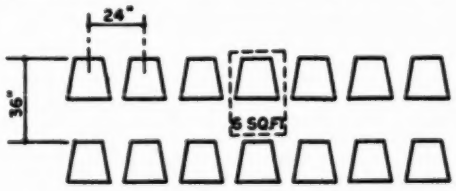
Typical Situations

- . group work with class: 3-6 for working; 12-14 for study period; 20-30 or up to 60-70 for demonstration or lecture, team-teaching

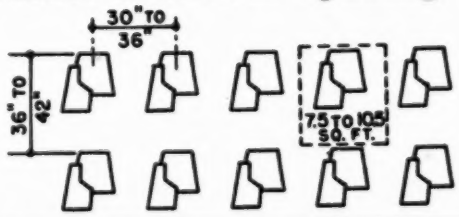
Suggested Plans:

- . block seating, side aisles
- . fan-shape
- . circle
- . semi-circle
- . square
- . open square
- . U-shape

Classroom chair spacing:



Tablet armchair spacing:

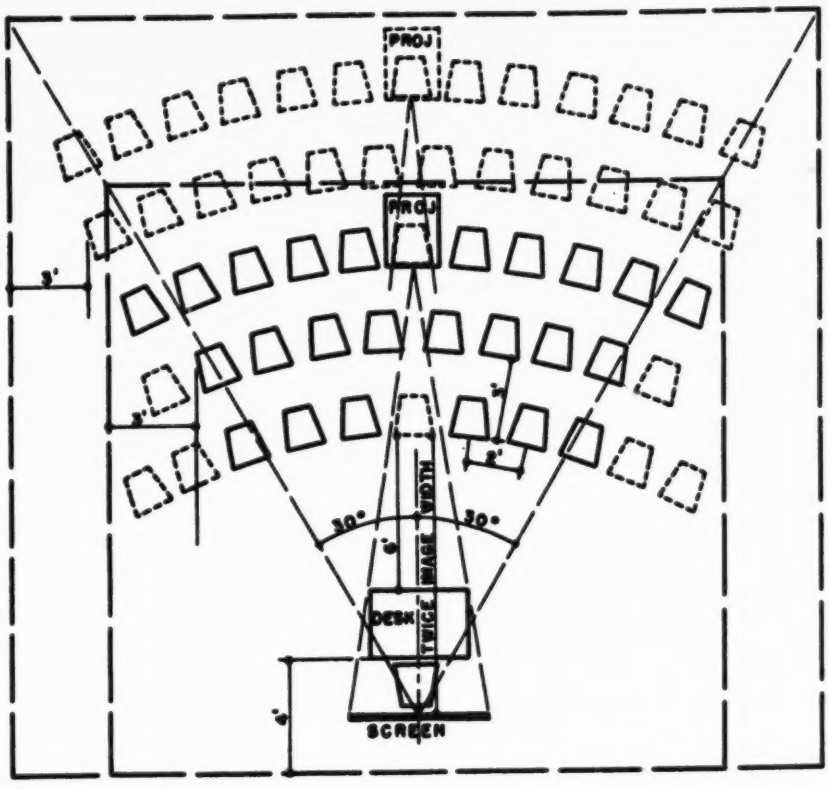


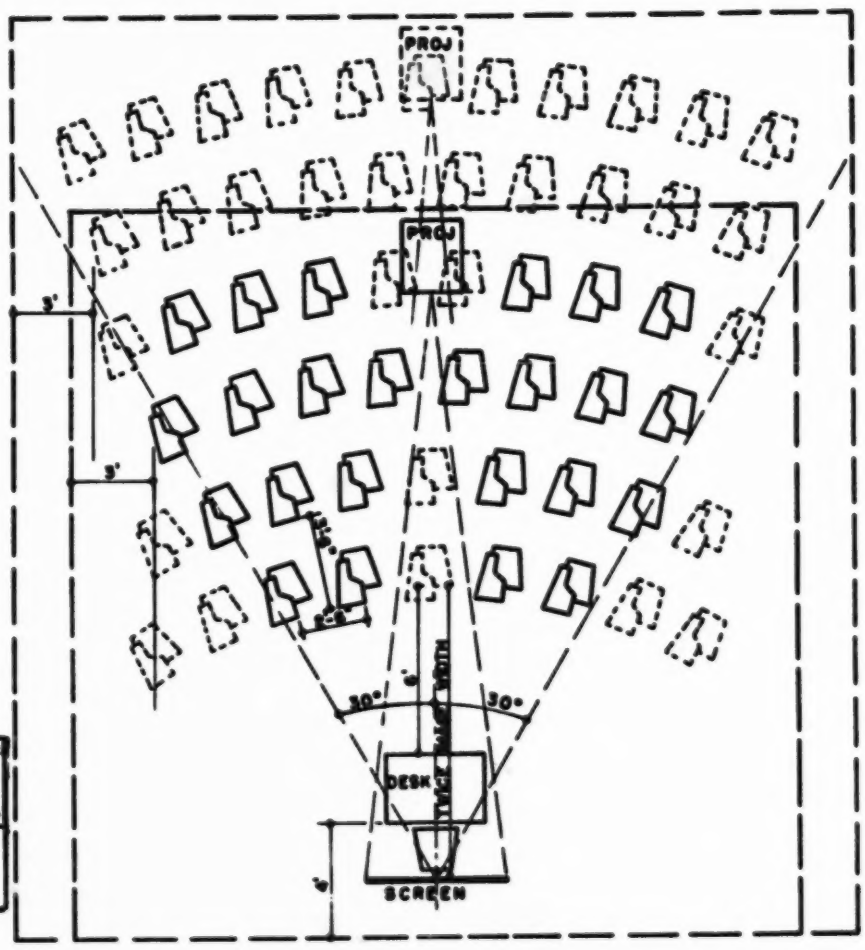
Projection seating for 24; classroom seating for 32	(26' x 26' (676 sq. ft.
Projection seating for 48; classroom seating for 57	(30' x 33' (990 sq.ft.

Arrangements: Tablet Armchairs

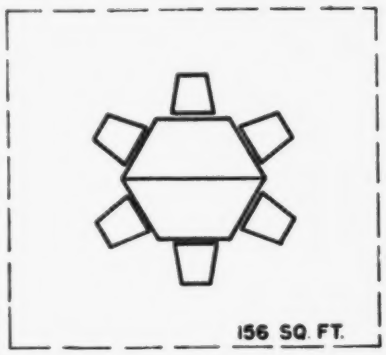
Arrangements: Classroom Chairs

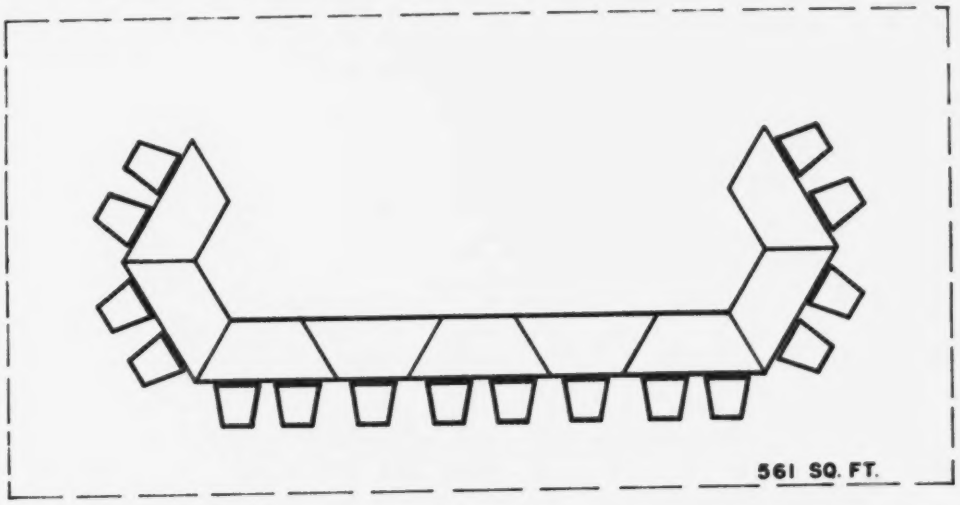
Projection seating for 24; classroom seating for 26	(21' x 22' (462 sq. ft.
Projection seating for 48; classroom seating for 57	(27' x 29' (783 sq. ft.

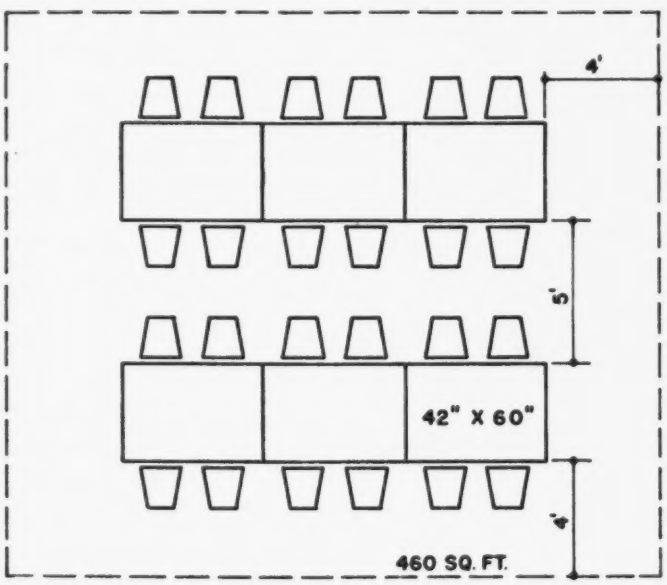


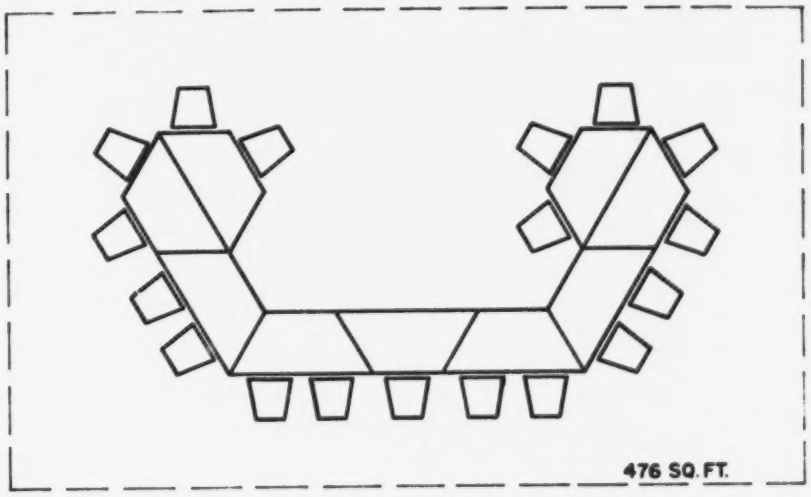


Suggested ARRANGEMENTS

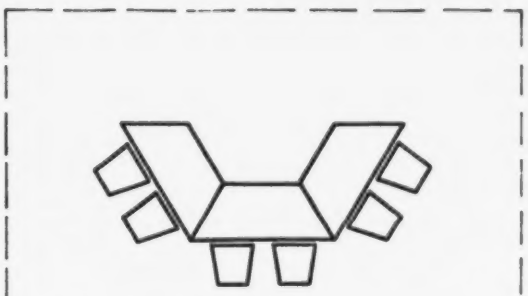


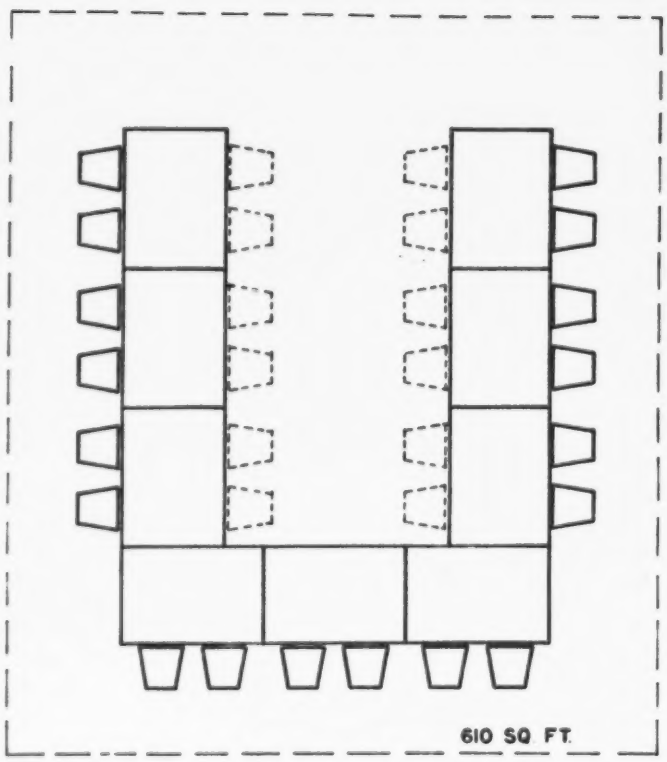


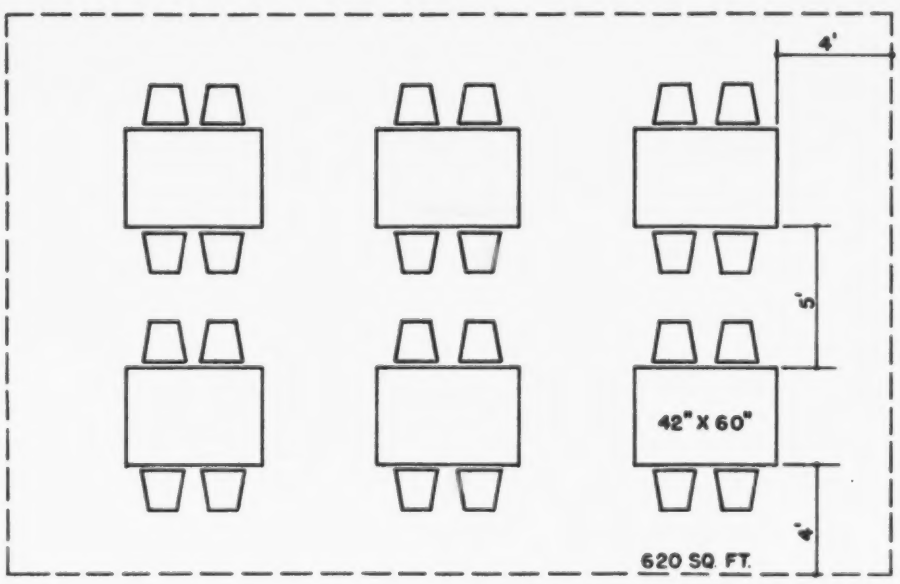




Rectangular and trapezoid tables for different room sizes and different numbers of students







Scale for drawings on this page:
1/8" equals 1'-0"

. EQUIPMENT AND SUPPLEMENTARY MATERIALS

. Miscellaneous

- . Drinking fountain nearby, refrigerated in warm climates
- . Heating and air conditioning equipment, as needed for the climate
- . Counter or table for dispensing materials, such as papers, leaflets

. Furniture: Type, quantity, size

TABLES . Student all-purpose tables

- . Rectangle .... 1 for every 4 students
  - . minimum 54"L x 36"W x 28" to 30"H
  - . maximum 60"L x 42"W x 28" to 30"H
- . Trapezoid.... 1 for every 3 students
  - . 60" x 30" x 30" x 30"H
- . Round ... saves floor space, but is disadvantageous for grouping

Suggested Features

- . versatile, multi-use
- . stackable or collapsible
- . easy to move
- . light weight but sturdy
- . shallow apron
- . size and shape to permit many different arrangements

CHAIRS

- . Classroom ..... 1 per student, 2 extras
- . Tablet armchair ..... 1 per student, plus extras (only if special room or area is used)
- . Desk ..... 1 each teacher, plus visitor

Suggested Features

- . comfortable
- . stackable
- . folding
- . easy to handle
- . fairly straight legs
- . suitable for table service

DESK

- . Teacher's Desk ..... 1 each homemaking room
  - . 30" to 42"L x 28"W x 30"H

Suggested Features

- . file drawer
- . locked drawer
- . fit in with furniture in the room

. EQUIPMENT AND SUPPLEMENTARY MATERIALS

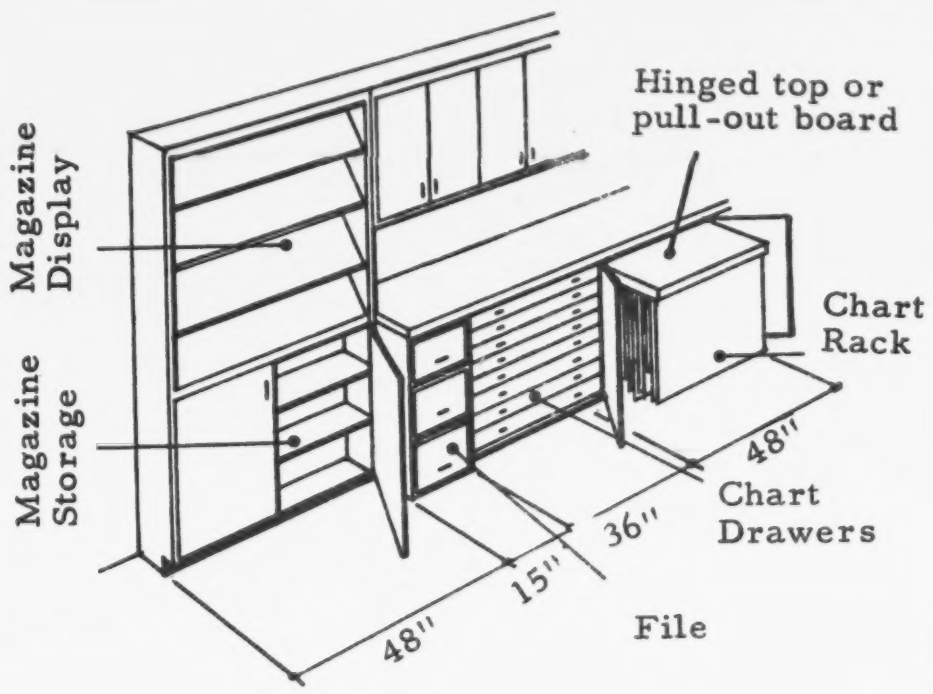
. **FILES:** Letter size metal cabinets, 15"W x 26"D
  . 5-drawer .... 1 each classroom; 1 each workroom
  . 2-drawer ... 1 by each teacher's desk

. **STORAGE CABINETS AND BOOKCASES**
for reference materials

  . Shelving for books, other items in each classroom:
  24 to 48 linear feet
  . Shelving for storage outside classroom, in storeroom or workroom:
  70 to 77 linear feet
  . Cabinets for charts ... suggested: architect's file
    . sliding trays ... 36"H x 24"D x 36"W
    . chart racks .... 36"H x 24"D x 48"W
    . chart bins ..... 36"H x 24"D x 12"W
  . Cabinets for magazines:
    . current magazine racks ..... 18 linear feet
    . storage magazine space ..... 36 linear feet

  Suggested Features:
    . space for stacking a four-year supply of magazines
    . sloping shelves, especially for pattern books
    . counter height shelves to encourage use of current issues

Suggested cabinet



Cabinets for bulletins and pamphlets:

84"H x 24"D x 24"W, insert section with adjustable shelves and vertical dividers.

Space often is needed to store enough copies of bulletins-pamphlets for each student; sometimes space may be needed only for copies used in class.

As material is given out frequently during the year, the same space can be reused for different items.

. EQUIPMENT AND SUPPLEMENTARY MATERIALS

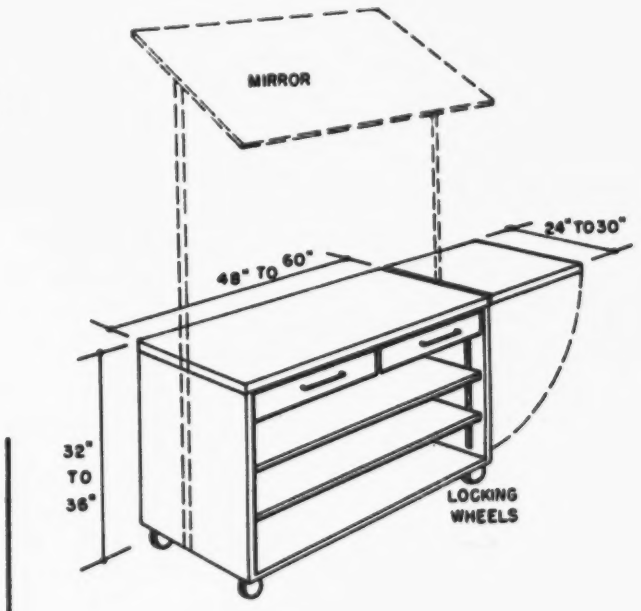
. DEMONSTRATION UNIT

- Demonstration unit with mirror — 1 for each classroom to serve 20 to 30 students
  - minimum 32"H x 24"W x 48"L
  - maximum 36"H x 30"W x 60"L

Suggested Features

- easy to move and handle
- storage space in unit
- electrical outlet (wired to plug into heavy-duty circuit)
- not wider than doorways
- proper height to fit in with other equipment, perhaps to provide additional counter space when not in use
- neutral colored dull surface
- resiliant counter tops
- casters which lock in place
- drop leaves on ends extend work surface
- special unit for foods instruction includes surface with two cooking units

Suggested Demonstration Unit



Alternate Arrangements

- add cabinets with drawers and pull-out shelves
- cart on casters, with shelves and drawers
- counter-height table on casters with separate bank of drawers that can be rolled next to the table
- wheeled unit with attached mirror
- separate or detachable mirror
- built-in sink, with plastic bottle to catch spill

. PODIUM

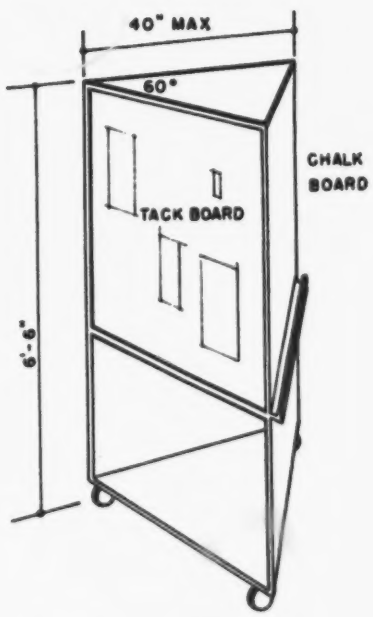
- Standard podium for use in lecture hall or classroom, preferably lightweight and portable
  - may have sliding step-shelf to adjust to speaker's height
  - may have other shelves below counter surface
  - may have built-in microphone

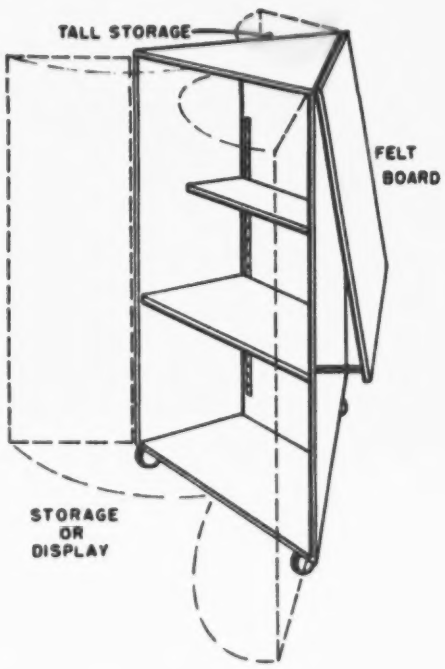
. EQUIPMENT AND SUPPLEMENTARY MATERIALS

. Wall Equipment: stationary . portable . movable

- . chalkboard
- . tackboard
- . pegboard
- . flannel-board
- . easelboard
- . porcelain-on-steel panel for use of magnetic teaching aids
- . utility rail with clips for hanging charts
- . shelves
- . cabinet storage
- . display units
- . magazine racks
- . projection screen

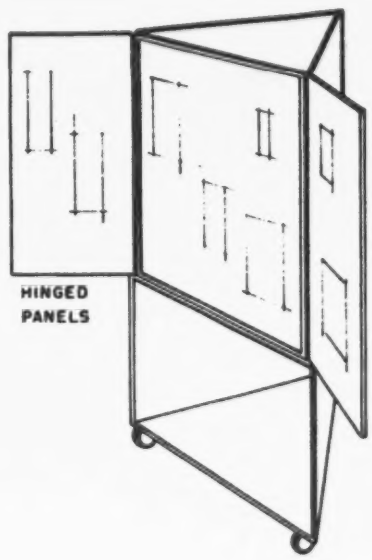
Suggested Display Units





Suggested Features

- . adjustable brackets built into wall for interchangeable units
- . sliding units, vertical or horizontal
- . folding, with two doors over board to provide additional space when open
- . channel tracks
- . portable, on stand
- . hung between two poles
- . easel
- . three-panel, to make a triangle (on casters)
- . three-panel, to make a zig-zag screen or temporary room divider with displays on both sides



. EQUIPMENT AND SUPPLEMENTARY MATERIALS

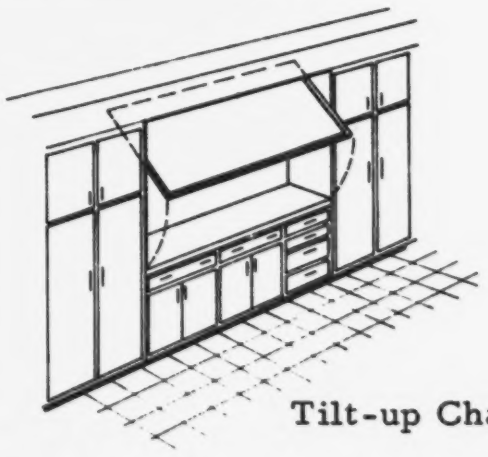
CHALKBOARD

- 10 to 16 linear feet for one classroom
- located so all students can see it readily
- two types can be used in one room: portable and stationary

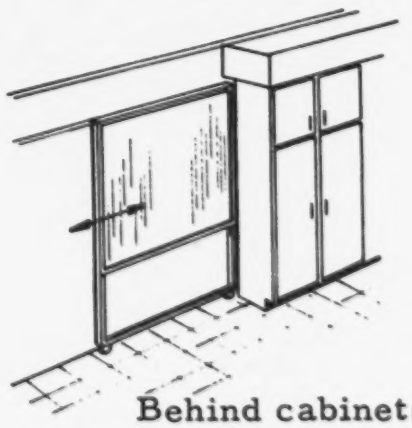
Suggested Features

- easy to erase
- firm writing surface
- slides easily
- easy to move
- easy to reach and handle
- color-selected
- chalk tray

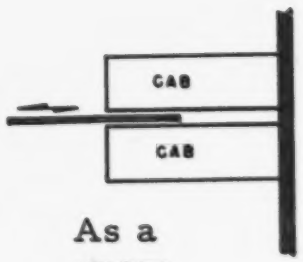
Chalkboards



Tilt-up Chalkboard



Behind cabinets



As a room divider

TACKBOARD

- 12 to 24 linear feet, no panel less than 2 feet wide

Locations ... none below 3 feet from floor

- at least one near chalkboard and demonstration area, visible to entire class
- near entrance
- near fitting-room area
- over sink in unit kitchens
- back of display case
- on door of cabinets
- back of portable chalkboard

Materials

- composition
- cork
- pegboard
- metal, for use with magnets

DEMONSTRATION . DISCUSSION . STUDY AREA . MATERIALS CENTER

. EQUIPMENT AND SUPPLEMENTARY MATERIALS

. Audio-Visual Equipment

PROJECTORS
- . overhead
- . opaque
- . film strip
- . film
- . slide

SCREEN TYPES
- . attached to wall, roll up when not in use
- . movable, on track
- . portable, on stand

Size of screen for large groups: 70" x 70"

OTHER EQUIPMENT
- . television, portable
- . record player, portable
- . tape recorder, portable

NOTE: Locked storage room is required to store all audio-visual equipment when not in use

Room Features

- . darkening equipment: shades, blinds, curtains, other
- . electrical outlets at convenient places
- . screen must be located so all students can see well
- . consider back-lighted screen installation

WORKROOM

If no separate workroom is provided, equivalent space must be found elsewhere

TRENDS indicate need for:

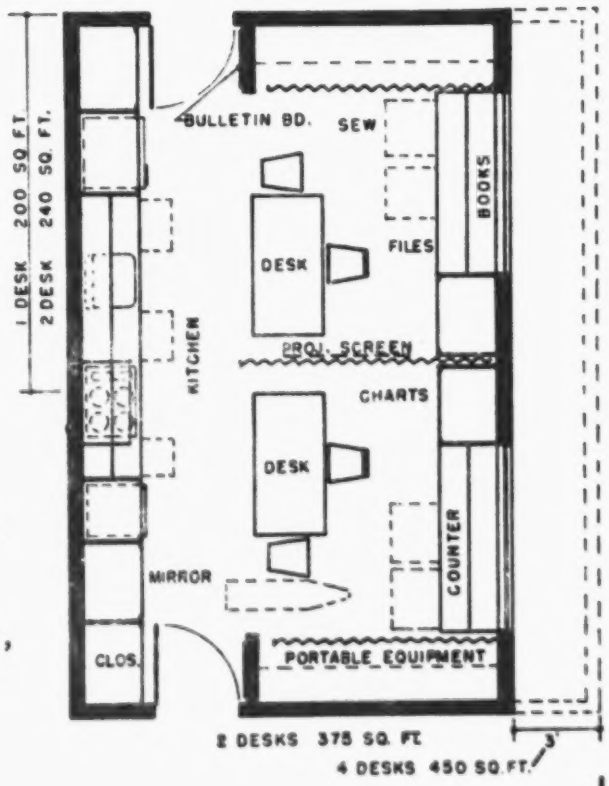
- separate but accessible office-laboratory space or workroom, convenient to all homemaking rooms

SPECIAL ACTIVITIES

- primarily for individual and group work by teachers: preparation, experiments
- private consultation: teacher and student
- possible use by small student committees

RECOMMENDATIONS

- SPACE
  - to prepare demonstrations
  - for team-teaching planning, preparation
  - for various work stations
  - storage for special equipment as: play school, home care of ill, furniture repair, consumer buying studies: closet/s for clothes, supplies; cabinets, some with lock; files; adjustable shelving



Suggested floorplan

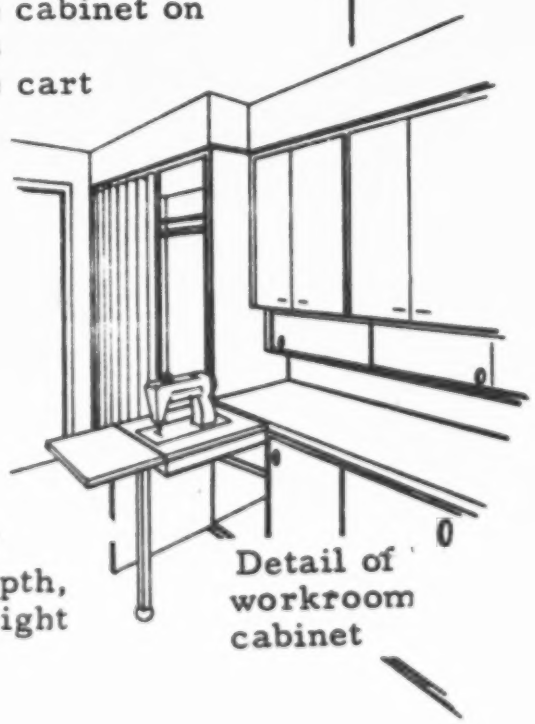
- ARRANGEMENTS
  - so several teachers can work independently

- EQUIPMENT AND SUPPLEMENTARY MATERIALS
  - office equipment
    - telephone
    - typewriter
    - paper cutter
    - pencil sharpener
    - stapler
    - duplicator
    - desk and chair or desks and chairs
    - file cabinets
  - planning equipment
    - table or counter area
    - comfortable chairs
    - bookcase
    - bulletin board
    - chalkboard, portable
    - egg-crate type storage cabinet on casters
    - service cart
  - homemaking equipment
    - kitchen unit
    - sewing machine, portable
    - pressing board

Detail

- shelves: adjustable, two widths, 10 linear feet from 12" to 24"D
- pull shelves
- deep drawers: 3 or 5
- open floor space for large pieces of equipment may vary in width and depth, allow at least 4 feet clearance in height

Suggested workroom cabinet



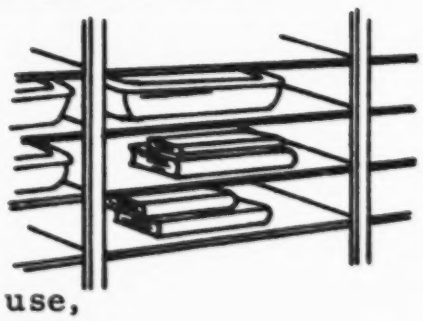
Detail of workroom cabinet

GENERAL CLASSROOM STORAGE

An otherwise efficient homemaking room becomes difficult to work in without ample general storage space. Built-in but adjustable storage space and specifically planned storage space helps keep the classroom or department neat and uncluttered.

TRENDS indicate need for:

- adjustable shelving, removable dowels and vertical partitions, and all other arrangements which can be changed to accommodate current needs in a program which has seasonal phases and which often deals with new products and equipment



SPECIAL ACTIVITIES and RECOMMENDATIONS:
And special uses for storage space in general:

Students' wraps, books, purses:

- note that books and purses can be stored in shelves for tote trays while tote trays are in use;
- lockers or coat closets are convenient for student use, and for guests at social functions in homemaking room; if classroom space is limited, lockers could be in hall
- purses might be kept in shelves under chairs or in racks above cabinet storage but within easy reach

Suggested cabinet for wraps:
- 84"H x 30"D x 42" to 60" W
- rod at 5'H

Teacher's wardrobe cabinet:

- locked cabinet with narrow shelves, rod, and mirror
  - in each classroom
  - or in homemaking office, workroom, or storeroom
  - 84"H x 30"D x 24" to 36"W for 1 to 3 teachers

Cleaning equipment:

- broom closet with some shelf space for small supplies and equipment, with fixtures for hanging brooms, mops, hooks for brushes and electric cords: 1 in each classroom

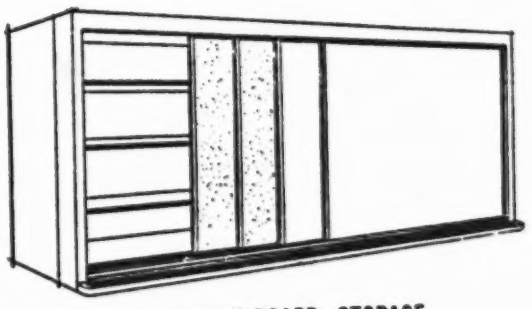
  Note: do not plan to store certain items on inside of door, such as anything which will sway or swing or anything breakable: no brooms, no brushes, no supplies in glass
- locate cleaning equipment closet near or as part of laundry area

Suggested cabinet for cleaning items
- 84"H x 24"D x 18" to 60"W

GENERAL CLASSROOM STORAGE

Instructional materials

- podium
- easel
- flannel board
- art supplies
- roll of paper
- card tables
- extra chairs
- service cart
- folding screens
- chalkboards



CHALK BOARD—STORAGE

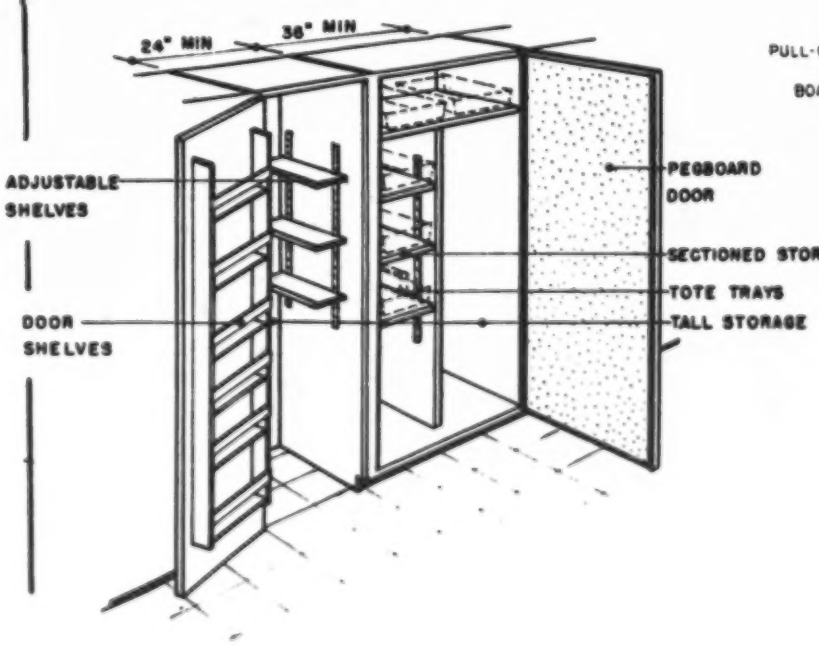
Suggested cabinet features:

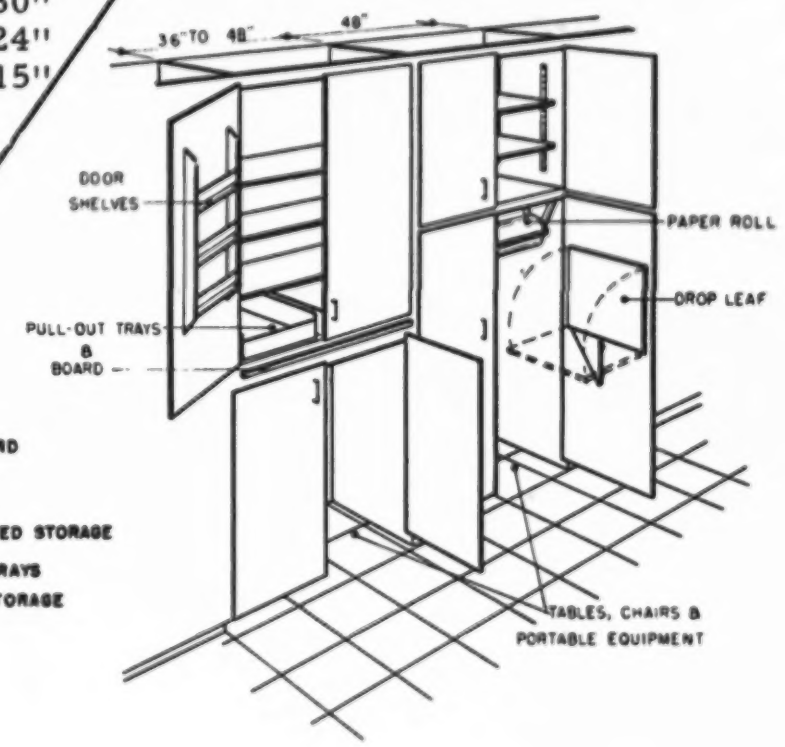
- adjustable and multi-use
- adjustable shelves
- pull-out shelf
- pull-out platform to use as step
- pull-out board, to change height of work counter
- grooved for vertical dividers
- punched for dowels as vertical dividers
- various depths of drawers
- drawer dividers, adjustable
- some portable cabinets

- dimensions
  - doors of wall cabinet not more than 14" wide to avoid extending too far when open
  - maximum cabinet height ... 84" or door height less 1"
  - maximum height top shelf .. 72"
  - wardrobe depth ..... 30"
  - maximum cabinet depth ... 24"
  - wall cabinet depth .... 12" to 15"

Note: aisle space needed in front of general storage cabinets: 4'

Suggested storage cabinets





FACILITIES FOR EACH ASPECT OF INSTRUCTION IN HOMEMAKING EDUCATION

- FAMILY RELATIONSHIPS
- CHILD DEVELOPMENT
- FAMILY HEALTH
- FOODS AND NUTRITION
- CLOTHING AND TEXTILES; LAUNDRY
- HOUSING AND HOME FURNISHING
- MANAGEMENT

FAMILY RELATIONSHIPS

Study of family relationships gives adolescents opportunity to mature intellectually, emotionally, and socially. Students can be encouraged to examine their own personal, social, and home problems, and to begin to work out satisfactory solutions. Young people can grow in understanding of themselves and others by awareness of the roles of different family members and of the family as a unit. They can learn the customs and practice the social graces needed for harmonious family and community living.

Family relationships should be taught as a specific and separate aspect of homemaking education, but also integrated into all other aspects.

TRENDS indicate need for study of:

- the individual and the community
- the family as a unit
- the child
- the aged
- varying family roles, which differ from family-to-family
- values to serve as a framework for decision making
- use of leisure time, recreation

SPECIAL ACTIVITIES

- demonstration
- lectures
- discussion
- dramatization
- showing of films

RECOMMENDATIONS

- SPACE
  - a family living center; where social graces can be practiced
  - room to bring in movable equipment, such as demonstration unit
  - room to arrange and rearrange furniture
  - area adaptable for entertainment functions
  - accommodations for outdoor and patio activities
  - storage space for equipment not in current use, and for many supplementary materials
- ARRANGEMENTS: flexible
- EQUIPMENT and SUPPLEMENTARY MATERIALS
  - See: Demonstration-Discussion-Study Area-Materials Center
  - See APPENDIX: Housing and Home Furnishing

CHILD DEVELOPMENT

Child development instruction in feeding, clothing, and care of an infant and child can be supplemented with learning about how children develop in mind and body. Planning for and observation of children's activities is an excellent device. Opportunities for students to observe and care for children outside of class can be helpful. Many students do baby-sitting, and they should be taught how to do the job effectively.

Child development instruction is closely related to study of family relationships, family health, foods and nutrition, clothing and textiles.

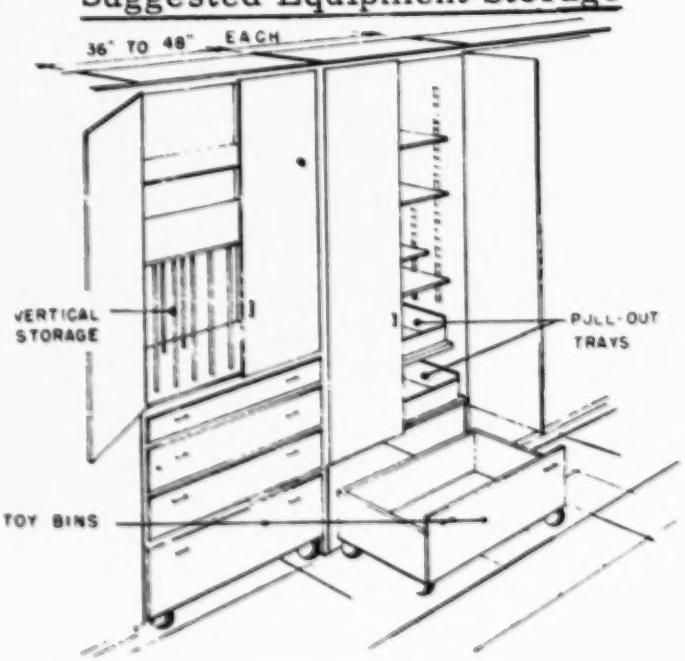
TRENDS indicate need for study of:

- care and development of infants and children
- care of children while parents work
- emotional problems of children and adolescents

SPECIAL ACTIVITIES

- demonstration, discussion, and class work
  - play school observation and participation
  - safety devices for children
  - various types of toys; construction of toys and play materials
  - clothing for infants, children; construction of children's garments
  - preparation of snacks for children
  - bathing, feeding baby

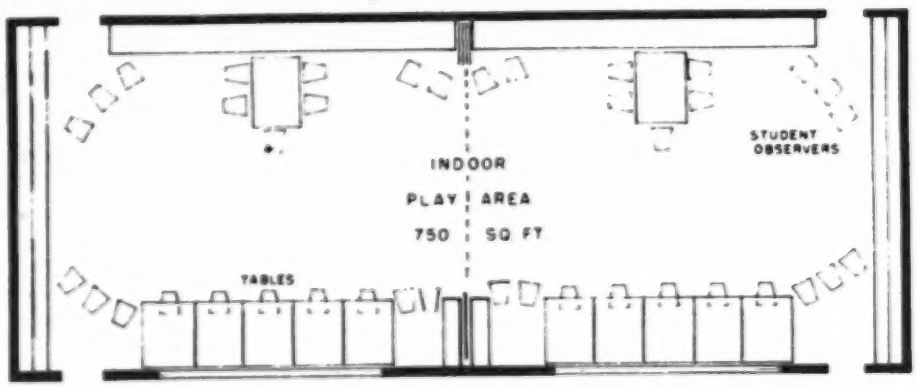
Suggested Equipment Storage



RECOMMENDATIONS

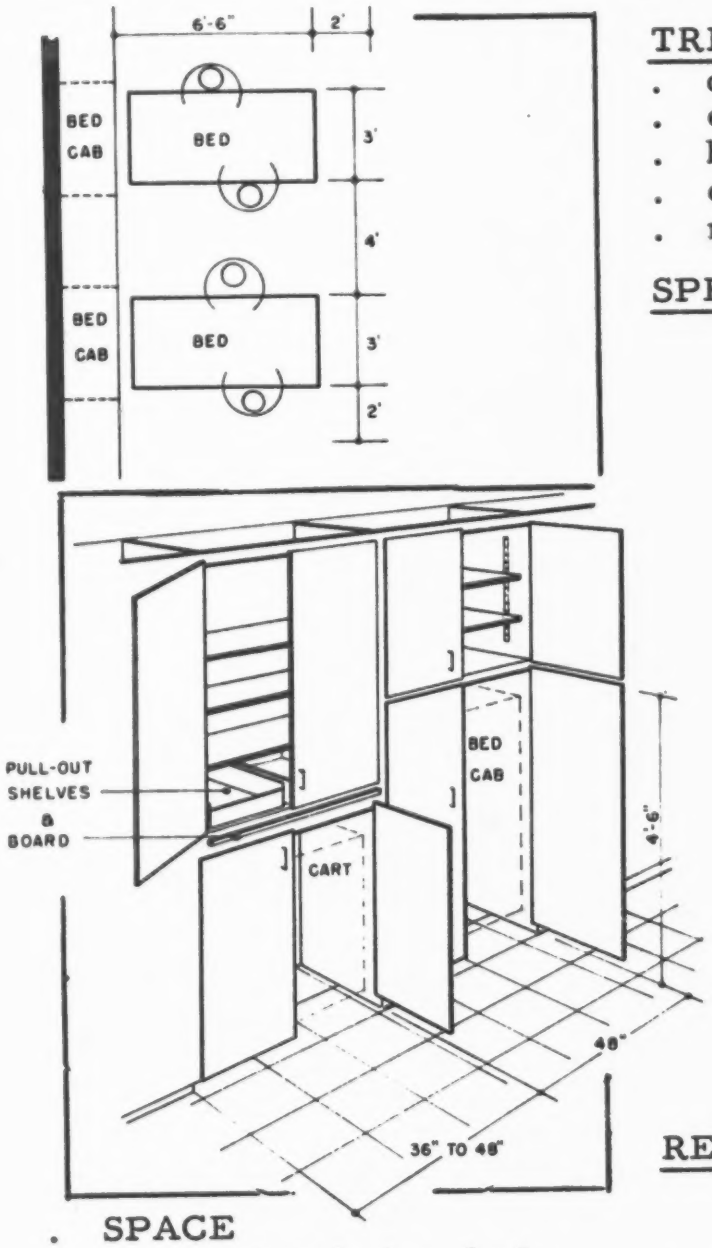
- SPACE
  - to seat student observers unobtrusively in the background
  - both indoor and outdoor area, outdoor enclosed if necessary; sand and grass areas
  - space for quiet time: music, listening to stories, children's naps
  - ample storage space, such as: low mobile cupboard or bins for play equipment, or tilt-out bins in lowest shelf of bookcase for toys
  - storage for large equipment, in the department or elsewhere, as: cots, Jungle Gym, slide, easels, vehicles
- ARRANGEMENTS
  - restrooms nearby
  - avoid hazards, as raised floor outlets
- EQUIPMENT and SUPPLEMENTARY MATERIALS
  - See APPENDIX:
    - Child Development

Indoor Play Area: Two classrooms combined for child play observation, to accommodate 20 children and 20 student observers, with a total area of 1550 square feet, including storage



FAMILY HEALTH

It is essential that students develop health standards and health habits, and are aware of basic safety measures needed in the home. Family health is closely related to child development, and to instruction in foods and nutrition, but a separate study is needed to point up specifics of individual, family, and community health.



- SPACE
  - to set up bed or beds
  - for small group work
  - storage space for all items of health equipment; consider cabinet or space in storeroom-workroom
- ARRANGEMENTS
  - near a sink

TRENDS indicate need for study of:

- care of young, ill, aged
- emergency first aid
- home nursing
- community medical facilities
- medical insurance

SPECIAL ACTIVITIES

- demonstration, discussion, and classwork
  - taking temperature
  - giving medicine to patient
  - taking care of bed patient
  - bed making
  - communicable diseases
  - safety measures for children
  - kitchen safety
  - prevention of home accidents
  - care of aged
  - planning a day for the convalescent child (age 2-10)
  - diversions for patients
  - diet planning
  - preparation and serving of food to patient
  - making sickroom aids, equipment
  - making tray favors

RECOMMENDATIONS

- other areas of space which can be used:
  - living area
  - laundry area
  - clothing room
  - unit kitchen
  - demonstration area

EQUIPMENT and SUPPLEMENTARY MATERIALS

- See APPENDIX:
  - Family Health

FOODS AND NUTRITION

In traditional foods instruction the emphasis was on cooking skills. Now it is equally vital that students learn to make wise choices from among many products, to manage time and energy efficiently, and to provide satisfying, nourishing food within the family budget. Modern instruction in foods includes study of kitchen equipment and appliances and offers suggestions and practice in hospitality and home entertainment. Foods instruction is related to family living, child development, family health, and management instruction.

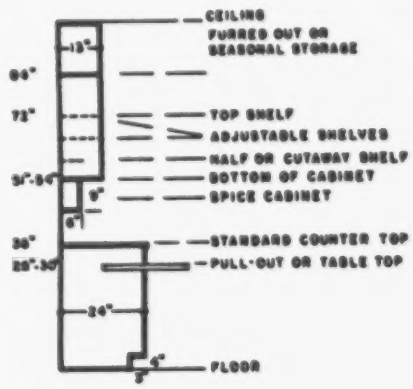
TRENDS indicate need for study of:

- selection and management, with increased emphasis
- cost, appearance, taste of foods
- planning, preparation, and serving of meals quickly and in quantities needed

SPECIAL ACTIVITIES

- demonstration, discussion, individual and group work:
  - family health: dietary needs, menu planning
  - cooking as a science and an art
  - economical purchase of foods: standards and labels
  - preparation of foods including short-cut methods and use of convenience foods
  - use of freezer and refrigerator
  - cooking in small and large quantities
  - variety meals; outdoor cooking; new and foreign foods
  - attractive food service; entertainment
  - eating out
  - care of kitchen appliances

Typical Cabinet Section



RECOMMENDATIONS

- SPACE
  - for discussion and demonstration
  - for auxiliary tables
  - for storage cabinets
  - for all major equipment
  - for hot water heater
  - for selected arrangements of kitchen units:
    - U-shape
    - L-shape
    - pullman-type along a wall
  - for sinks

. SPACE

. Counter Space

Length:
- . at least 10 linear feet for 4 girls to work, not counting length of sink and range
- . 18" minimum on either side of sink
- . 24" adjacent to range
- . 24" to 36" adjacent to latch side of the refrigerator

Height:
- . 36" counter height
- . 28-1/2" to 34" height of pull-out boards

. Unit Kitchen Base Cabinet

- . pull-out shelves to eliminate some stooping
- . dividers and partitions for storage of trays, pie tins, cooling racks
- . insets for drawers to accommodate small equipment
- . half-shelves within cabinets

. Storage . (Storeroom or cabinet)

Storage for large equipment, additional pots and pans:

- . at least two drawers; adjustable shelves
- . approximately 84"H x 24"D x 48"W

Storage for dishes, glassware, silver, linen:

- . some narrow pull-out shelves for linen
- . approximately 84"H x 24"D x 36"W

Storage for aprons:

- . tote trays
- . extra drawer in unit kitchen
- . pegboard walls in cabinet, hooks
- . separate storage for each class approximately 84"H x 24"D x 24"W

Storage for food:

- . shelves in large walk-in cabinet
- . storage in doors
- . 8"-deep shelving and/or step shelves
- . adjustable shelves
- . pull-out shelves
- . approximately 84"H x 24"D x 24"W

Note: food storage may have locks on cabinet doors

Note: All shelves should be in easy reach, not more than 72" high for top shelf

FOODS AND NUTRITION

. SPACE

Storage for portable electric equipment:

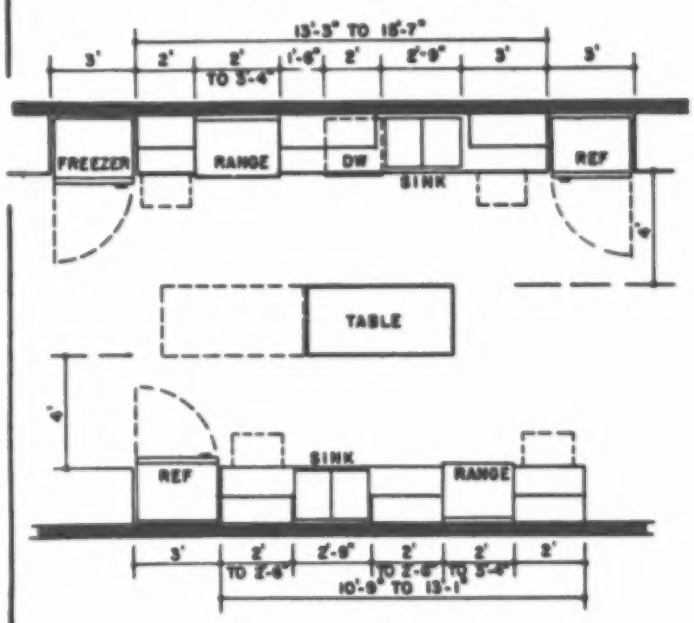
- . frequently-used items stored in each unit kitchen
- . low storage for heavy equipment
- . approximately 36"H x 24"D x 24"W

. ARRANGEMENTS

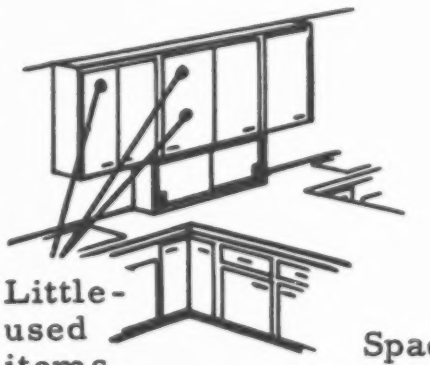
- . have 220 electrical plugs in various parts of the room for repositioning heavy-duty equipment; other plugs
- . food-storage cabinet should be near area of use
- . cabinet to store china, glassware, silver, and linen should be near area of use
- . apron storage should be away from entrance
- . consider ranges open on two sides so at least two students can work
- . effective ventilating installation should be over stoves, and elsewhere
- . foods and nutrition centers should be near service drive for delivery of supplies, for equipment repair service, and for garbage pick-up
- . outdoor garbage and waste containers should be in planned area which is not an eyesore

Suggested Plans

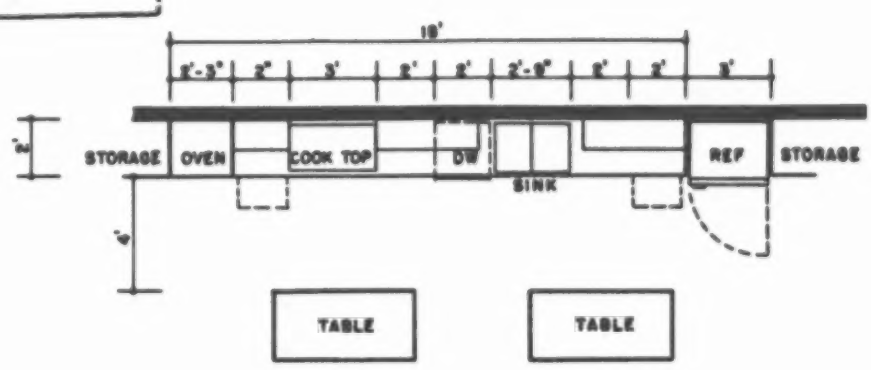
Pullman-Type Kitchen along a Wall



U-Kitchen Wall Cabinet



Little-used items

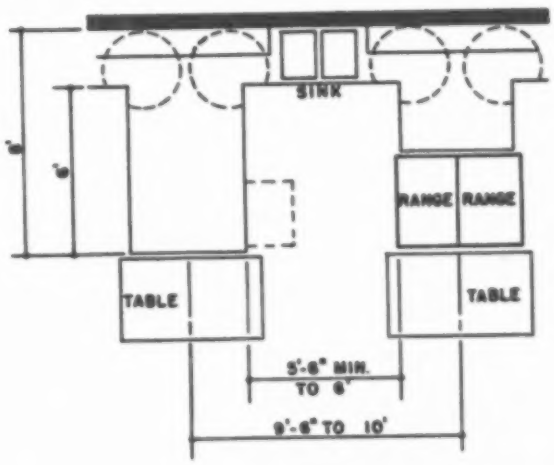


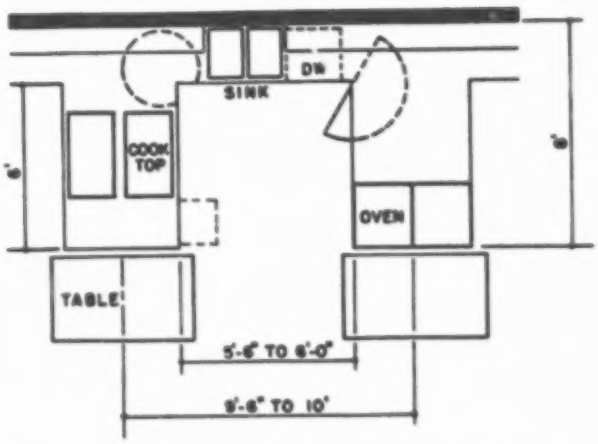
Space which is inconveniently reached should be for storage of seasonal or little-use items, perhaps available by step stool

FOODS AND NUTRITION

Suggested Plans for U-shape Units

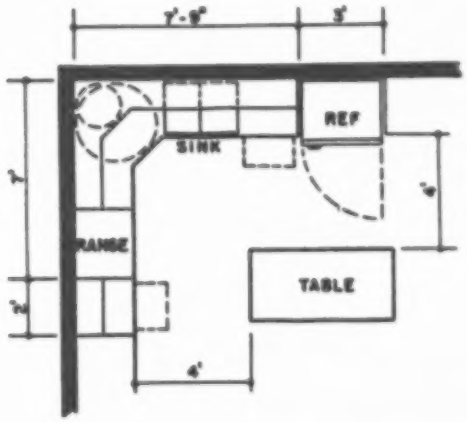
Plan with free-standing range

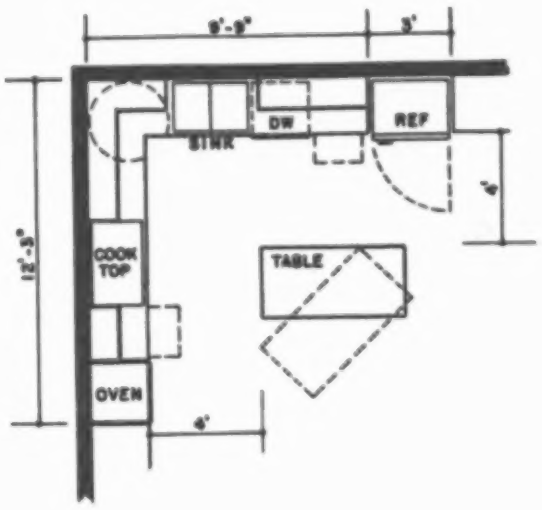




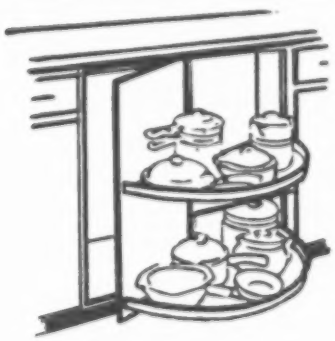
Plan with built-in cooking units

Suggested Plans for L-shape Units

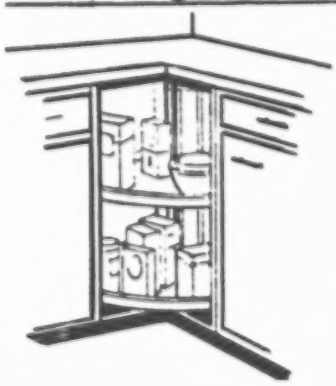




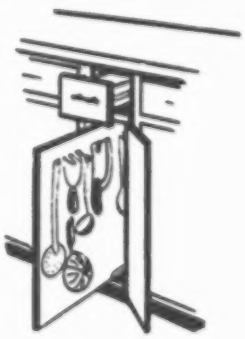
Swing-out Shelves



Revolving Shelves



Pull-out



SPACE

- for small appliances
- for staples, can goods, packaged items, other groceries
- for cleaning supplies

EQUIPMENT and SUPPLEMENTARY MATERIALS

- It is possible to use heavy casters to make some heavy or awkward equipment movable, including some ranges and refrigerators; it is not feasible to consider this for all heavy equipment
- See APPENDIX: Foods and Nutrition

CLOTHING AND TEXTILES

Emphasis used to be on sewing skills. Today students also need to learn more about wardrobe planning for themselves and family. They need to learn about care of clothing; they need advice on personal appearance and development of a personal style. Clothing and textiles instruction is related to laundry instruction and to management.

TRENDS indicate need for study of:

- selection and purchase of clothing, personal and family
- short cuts in sewing
- construction, alteration of garments
- care of clothing: mending, repair
- advantages and disadvantages of different fabrics
- personal appearance

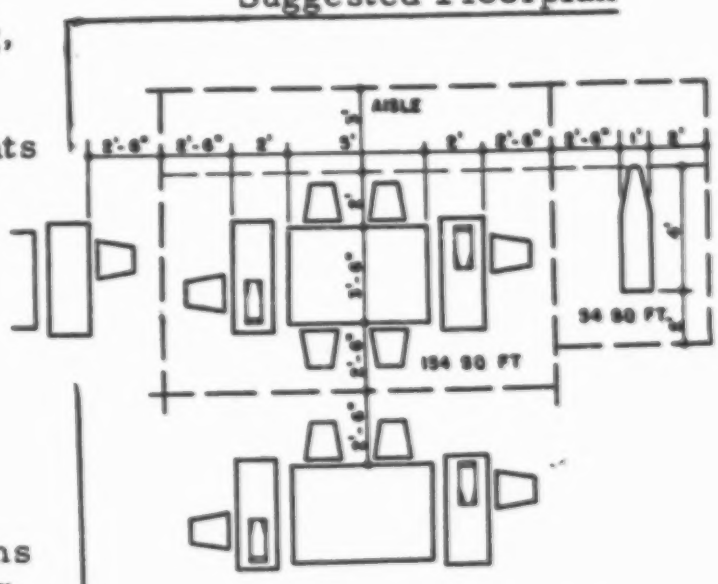
SPECIAL ACTIVITIES

- demonstration, discussion, and class work
  - selection of patterns
  - selection of materials
  - selection of ready-to-wear items
  - construction of clothing: fitting
  - care and repair; renovation
  - pre-treating fabrics to relax or shrink; testing fabrics
  - color, design, line, texture

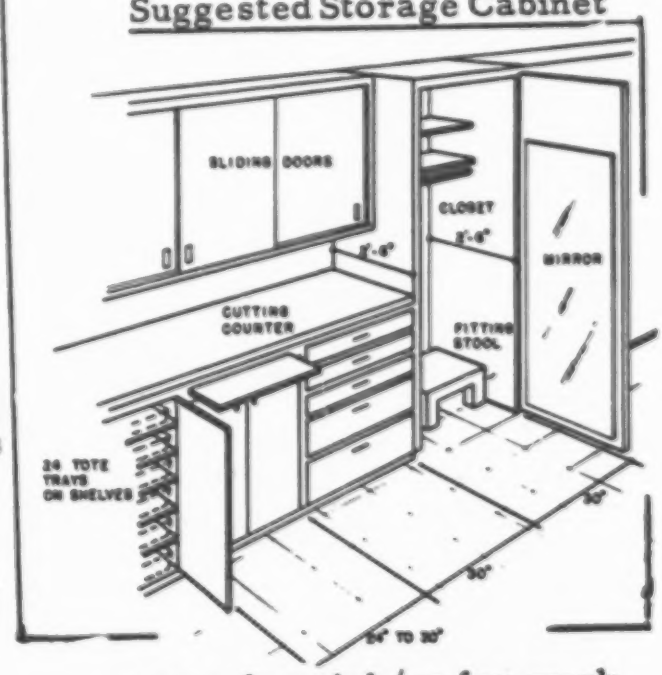
RECOMMENDATIONS

- SPACE
  - planned area for sewing, for pressing, for grooming, and for demonstrations
  - garment storage
  - to store equipment when not in use
  - to store student projects: tote trays for day and evening classes
  - pin-up board for small items
  - separate fitting area within room, not in view of entrance, privacy by curtain, accordian doors
    - size 6' x 6' for 2 people
    - size 6' x 8' for 3 people

Suggested Floorplan



Suggested Storage Cabinet

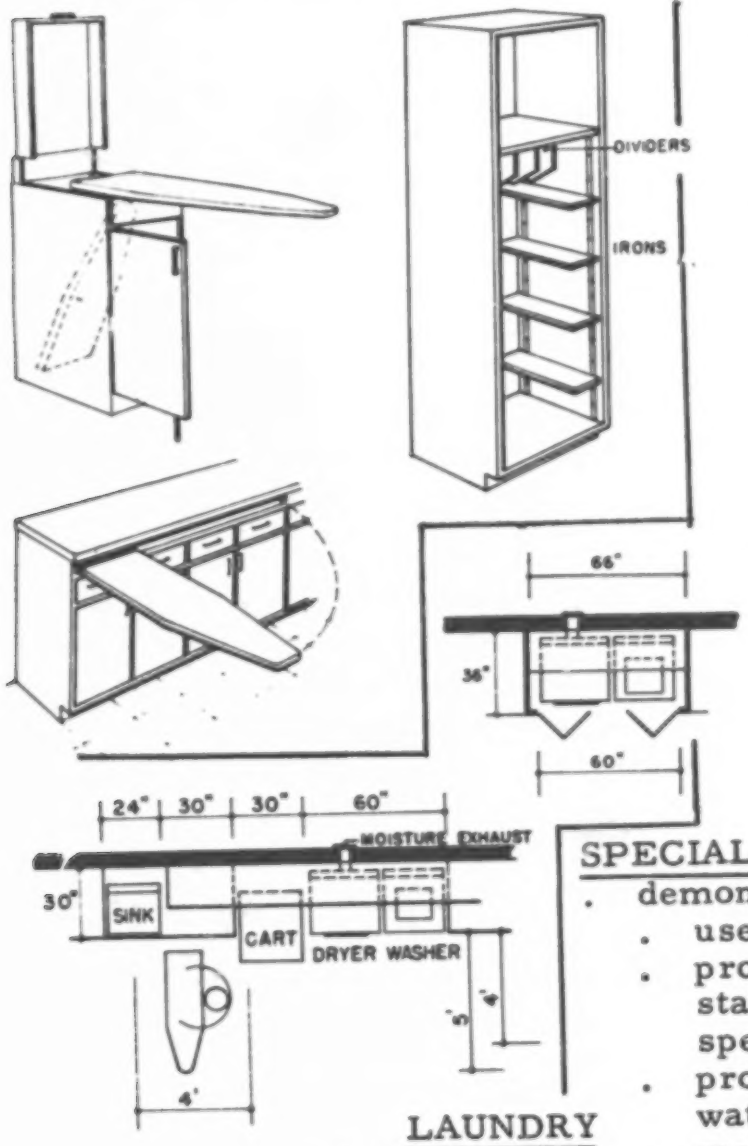


- space for sink/s; for work and aisle space; traffic flow

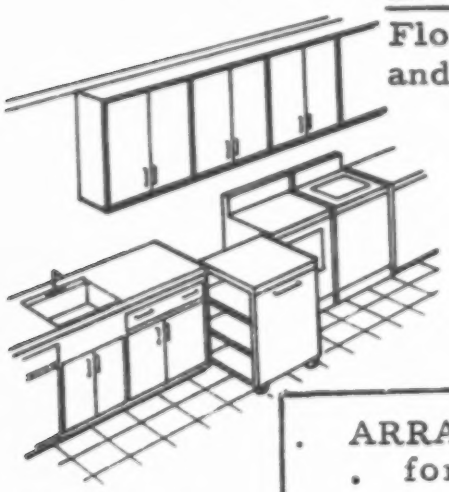
- ARRANGEMENTS
  - pressing equipment, two or more places in each classroom
  - sewing machines and tote trays away from entrance, apart from each other
  - alternate tote tray storage with garment or other storage
  - electrical outlets, both floor and wall

CLOTHING AND TEXTILES

Storage: Irons, Ironing Boards



LAUNDRY
Floorplans and Units



NOTE: In a two-teacher department consider two laundry units in the department

- EQUIPMENT and SUPPLEMENTARY MATERIALS
  - mirrors: large 3-way mirror for fitting; other mirrors elsewhere, near sink, grooming areas
  - at least one sink, two in larger rooms (impervious to chemicals)
  - several tables the same height to fit together for cutting, or extra tables, as commercial wall units for cafeterias, without benches
  - fitting stool on gliders to pull out from cupboard
  - see APPENDIX: Clothing and Textiles

LAUNDRY

TRENDS indicate need for study of:

- variety of fabrics and textiles
- variety of laundering and dry-cleaning products, procedures
- use of laundry appliances
- home laundry vs. laundromat

SPECIAL ACTIVITIES

- demonstration, discussion, and class work
  - use of equipment: washers, dryers, irons
  - procedures: sorting, starching, bleaching, stain removal, pre-treating wash, care of special finishes, ironing
  - products: soaps, detergents, bleaches, water softeners, starches
  - methods: experiments with department and home laundry, drip-dry methods
  - observation: in class and trip to do-it-yourself dry cleaners and laundromats

RECOMMENDATIONS

- SPACE
  - for laundry, ironing equipment and activities
  - for demonstrations to class
  - for sink/s; special storage (as distilled water)
  - counter space for folding: at least 4'
- ARRANGEMENTS
  - for supervision of laundry area
  - portable ironing boards, except by laundry area or in workroom
  - washer-dryer units back of folding panels or louvered doors
  - avoid wall cabinets over deep sinks
  - provide extra depth in lower drawers
  - provide portable rod placement over sink or tub for drip-dry items
- EQUIPMENT and SUPPLEMENTARY MATERIALS
  - sink or sinks and see APPENDIX: Laundry

HOUSING AND HOME FURNISHING

A pleasant home environment contributes to individual development and to harmonious family living. Consumer education is an important phase of this instruction. A homemaking department which is attractively furnished at moderate cost will help pupils appreciate beauty and efficiency in the home. Housing and home furnishing instruction is closely allied with instruction in family relationships and in study of management

TRENDS indicate need for study of:

- choosing a home: renting, buying, building
- space required for different-sized families, for varied family interests
- community factors: neighborhood, schools, transportation
- house plans: most convenient and adaptable
- alternate arrangements for best use of available space
- selection, purchase, use, and care of home equipment, appliances
- awareness of new equipment to be on the market
- choosing home furnishings: scale, suitability, flexibility, color, personal and family taste
- home decoration as an art

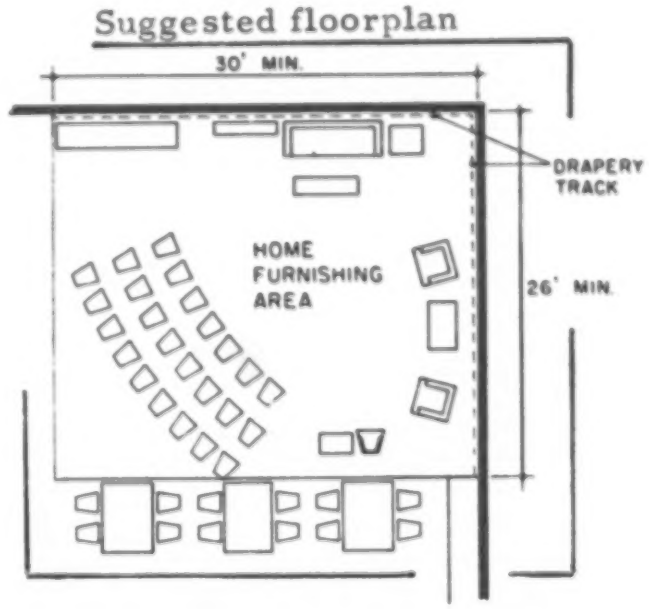
SPECIAL ACTIVITIES

- demonstration, discussion, classwork:
  - study and evaluation of house plans in relation to family activities, and to traffic lanes
  - planning appropriate home furnishings: special plans for girl's room
  - arrangement and rearrangement of furniture
  - selecting or collecting accessories for the home
  - planning storage facilities
  - care of materials in homes: wood, tile, formica, linoleum, rugs, carpets, painted surfaces, wall surfaces, upholstery, glass
  - refinishing and upholstering furniture
  - curtain and window treatment

RECOMMENDATIONS

- SPACE
  - room to arrange and to rearrange furniture
  - living room area no smaller than 26' by 30' to have room for class participation in simulated family living experiences
  - patio and outdoor space
  - storage cabinets for accessories
  - storage for student projects
  - storage for illustrative materials
  - adjustable storage space for use in simulating apartment or trailer storage

Suggested floorplan



Note: Unless this area is permanently assigned for this particular use, storage space for all equipment will have to be found elsewhere

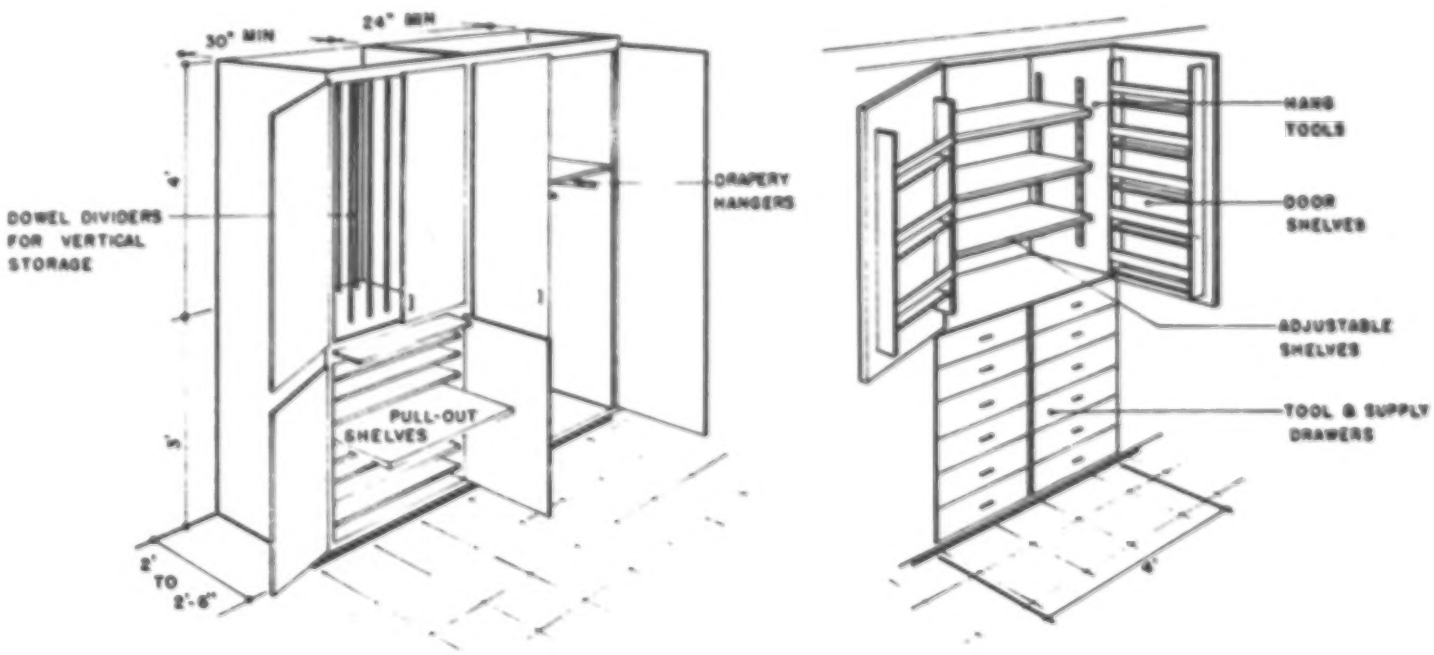
HOUSING AND HOME FURNISHING

- ARRANGEMENTS
  - counter near storage cabinet for decorative objects
  - in living area, avoid structural features which are not compatible with homes: instrument panel, stationary chalkboard
  - electrical outlets:
    - wall outlets in each wall, double or triple, strip outlets,
    - floor plugs, at least three, flush and covered witn metal plates
  - doors placed to eliminate traffic lanes that interfere with use of rooms and furniture arrangements
  - wall space to permit arrangements with pictures, decorative hangings
  - windows low enough to bring outdoors inside, but at least three feet from the floor to allow furniture arrangement under windows
  - accessibility to other homemaking rooms, hallway, patio, outdoors

- EQUIPMENT and SUPPLEMENTARY MATERIALS
  - tables the same height so they can be combined for large-surface work areas, and also are suitable for dining
  - curtain rods for window draperies
  - doors: sliding, accordion, folding, sound proof, locked
  - portable bulletin boards
  - storage cabinets
  - small plastic drawer units (available commercially) to store many items, as tacks, screws, washers

  - See APPENDIX:
    - Housing and Home Furnishing

Suggested Cabinets



MANAGEMENT

Management - or mismanagement - is evident in all human activities. Students need to learn that management of time, energy, and money is needed in every home, regardless of occupants, size of family, and economic status. Management is related to all homemaking instruction.

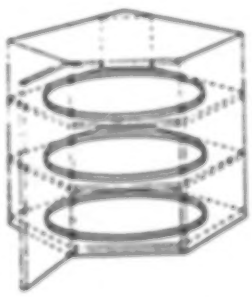
TRENDS indicate need for study of:

- management of time, energy, money
- storage management
- minimum needs
- up-to-date consumer education: price, quality, convenience
- buying habits, spending patterns
- budgets, allowances
- finance: banking - checking, savings, investments, loans, mortgages, rates of interest; installment buying, cash and credit; insurances, taxes and assessments, financial records
- cost of utilities

- time-saving products and equipment
- homemade items vs. ready-to-use
- awareness of new appliances and products to be on the market

- best use of available resources
- differences in standards of living
- homemaking as a science and an art

Shelving



Rotating shelves in corner cabinet

Swing-out shelves

Adjustable shelves

Step shelves

Sliding shelves

Door shelves

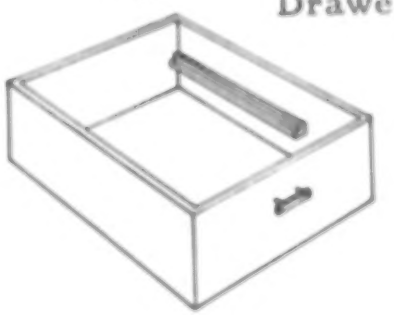
STORAGE MANAGEMENT EXAMPLES

MANAGEMENT

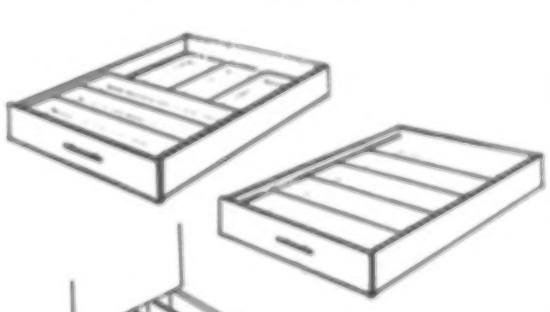
Drawers and Dividers

Shallow drawer under table, bar or desk

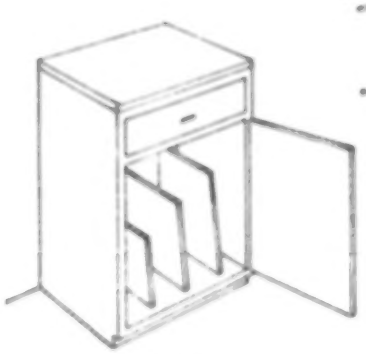
Drawer inserts



Cutlery tray and dividers

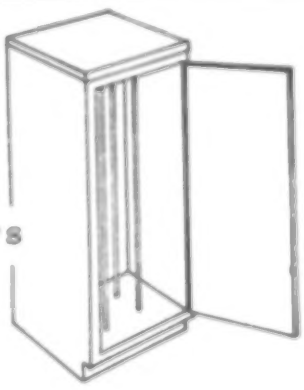


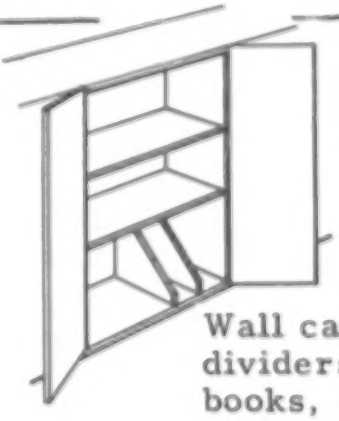
Deep drawer with dividers for lids, tins



Vertical dividers lids and trays

Tray dividers





Wall cabinet dividers: for books, dishes, other items

SPECIAL ACTIVITIES

- demonstration, discussion, class activities: (with emphasis on problem-solving, and study of the how and the why)
  - food preparation: planning, selecting, preparing, serving
  - wardrobe planning; clothing construction
  - cleaning and laundry processes
  - planning of houses; buying furniture, equipment, accessories
  - furniture arrangement
  - use and care of home materials: floors, walls, furniture, equipment, other
  - budgeting of resources: time, money, materials
  - time and motion studies
  - time management in the classroom
  - storage management

RECOMMENDATIONS

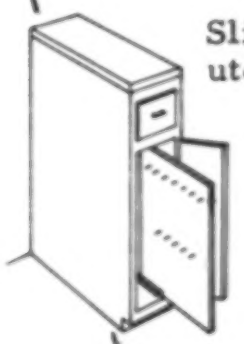
- SPACE
  - size of storage should be adjustable to size of articles to be stored
- ARRANGEMENTS
  - storage cabinets as near work area as possible
  - upper cabinets low enough to reach at least two shelves without step stool
  - cabinets should not interfere with counter space
  - cabinet handles should be within easy reach
  - tackboards, other devices, should be conveniently placed
  - consider: depth, vertical and horizontal movable dividers, partitions, sliding doors, lazy susan, shelves, drawers, cabinets, racks, hooks

NOTE: All use of space in each classroom should illustrate principles of good management

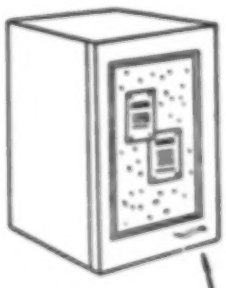
MANAGEMENT

Storage Management

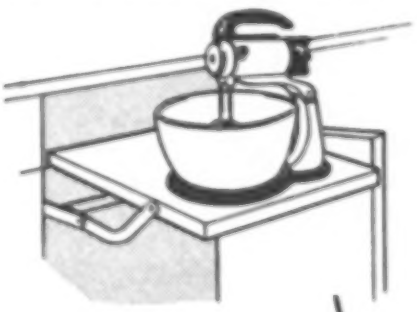
Slide-out utensil hooks



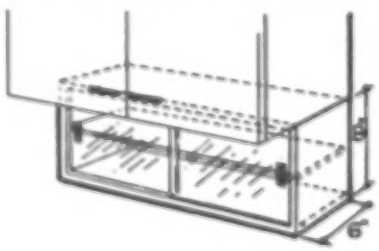
Bulletin board

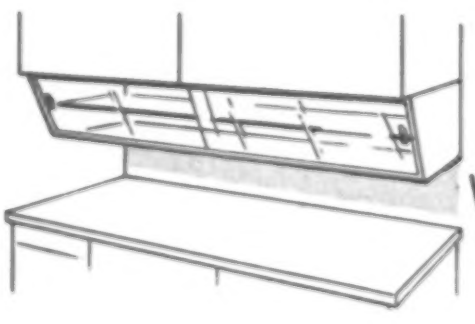


Pull-out mixer unit

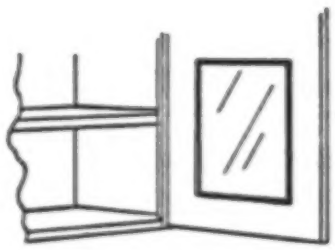


Mid-way units between wall cabinets and counter

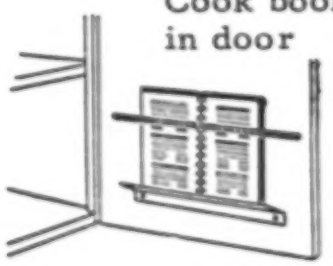




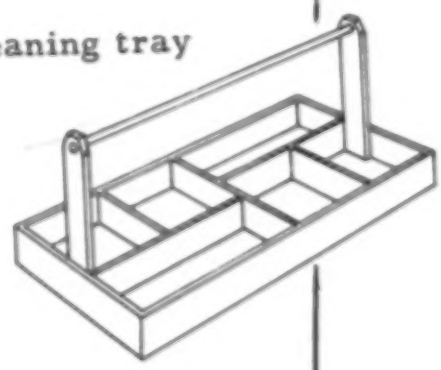
Mirror in door

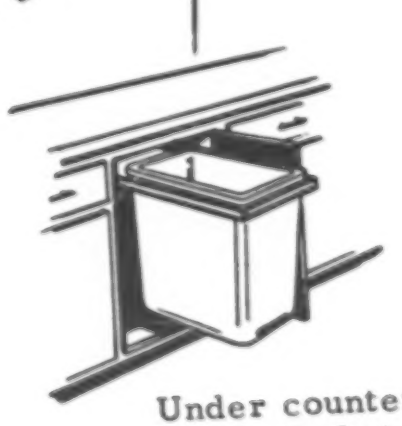


Cook book in door



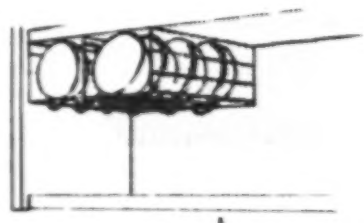
Cleaning tray



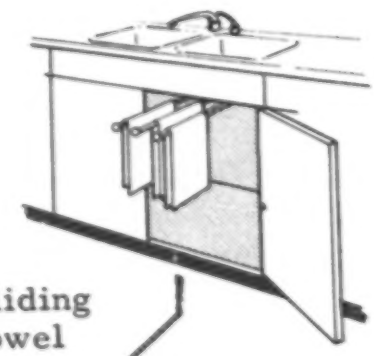


Under counter waste basket

Cup racks



Pantry cabinet



Sliding towel racks

Miscellaneous storage devices

EQUIPMENT and SUPPLEMENTARY MATERIALS

. See APPENDIX: Management

APPENDIX: SUGGESTED EQUIPMENT FOR EACH ASPECT OF INSTRUCTION IN HOMEMAKING EDUCATION

If instruction is to be worthwhile and effective, proper equipment must be provided.

SOME CRITERIA AND SUGGESTIONS

- Equipment should be functional and practical
- Adequate equipment should be planned for each teaching station, although more than one phase of homemaking may be taught in the same classroom area if storage space is available for equipment not in use
- An evaluation must be made of the quantity or numbers of each kind of homemaking equipment used, whether for demonstration or for actual experience in homemaking skills
- Too much equipment of the wrong kind exploits storage space and makes it difficult to justify purchase of newer or more functional equipment
- New and improved equipment should be demonstrated; students are interested in the latest developments
- Equipment must be kept up-to-date and useless or outmoded equipment should be discarded
- Not all equipment need be purchased, some can be rented or borrowed as needed. Sometimes it is wiser to spend money for rental and transportation than to purchase certain items of permanent equipment
- Opportunity should be provided for experimental use and experimental arrangement of homemaking equipment
- Variety in quality and cost of equipment, and the use of different kinds of materials, structures, and finishes in similar equipment, helps students develop judgment in making selections for the home
- Uniformity of equipment requires less maintenance and takes less teaching time, but limits learning potential
- Provision must be made for maintenance and replacement of equipment

EQUIPMENT LIST

The advisory committee recommends this minimum-to-maximum suggested equipment list, which is based on a maximum list made up from all items named by 24 teachers who have various-sized homemaking departments. Judgment must be used: it may not be feasible to include all items named because of local situations or economic conditions; in some districts the maximum may be exceeded or additional items included to suit local needs. THIS EQUIPMENT LIST IS TO BE USED ONLY AS A GUIDE.

SUGGESTED EQUIPMENT

CHILD DEVELOPMENT

Minimum to Maximum	Infant Care (birth to age 2)
1-1	Life-size doll for demonstration
	Bathing
0-1	. bathinet
1-1	. collapsible variety basket
	Clothing
1-1	. layette - 1 of each article
4-6	. garments for different age groups and needs (self-help)
	Feeding
1-1	. bottles and nipples, various kinds
0-1	. sterilizer
0-1	. equipment for preparing formula
0-1	. dishes and silver
	Sleeping
1-1	. bassinet
0-1	. crib
1-1	. bedding set
	Pictures which show stages of growth and development
	Play materials and toys for children of different ages. (See listing under play school.)

CHILD DEVELOPMENT

Minimum to Maximum	Play School 8 to 20 children (ages 3 to 5)
	Furniture
8-20	. chairs
2-4	. low tables
1 per child	. mats, for nap
	Books
8-20	to be read to children
	Music
2-4	. musical instruments (triangle, drum, tambourine)
1-1	. record player
6-10	. children's records
2-5	Pictures for children to look at and enjoy
	Play Equipment
	Active play - outdoor
1-1	. barrel
1-1	. container for water play
0-1	. Jungle Gym
1-1	. playhouse (cardboard)
1-2	. sandbox (knock down)
1-1	. slide
0-4	. swing
1-1	. teeter-totter
1-6	. tricycle
1-4	. wagon
	Constructive and creative play
	. art supplies (paint, chalk, crayon, clay, paper)
2-6	. blocks (sets of 6)
3-6	. easels (knock down with chalkboard backs)
4-6	. puzzles
4-6	. scissors (blunt)

Play School . Dramatic and imaginative play

4-8	. animal toys
4-8	. dolls (variety)
1-2	. doll bed and cradle (knock down)
3-8	. dress-up clothing outfits
0-1	. grocery store play
1-3	. kitchen utensils (sets of 2 or 3)
2-2	. telephones
4-12	. transportation toys

SUGGESTED EQUIPMENT

FAMILY HEALTH

Minimum to Maximum

Furniture

1-2 . bed, single hospital roll-away

General

1-1 . bed pan
1-2 . bed rest
1-2 . bed tray
4-8 . blocks for raising bed
1-1 . heating pad
1-1 . hot water bottle
1-1 . ice cap

Linens and bedding

1-2 . bedspread (cotton)
2-4 . blankets (cotton)
4-8 . bath towels
3-6 . hand or face towels
2-2 . half pillows
1-2 . mattress protector
2-4 . pillows
4-8 . pillow cases
2-4 . pillow covers
. sheets:
4-8 cotton
1-2 plastic draw
1-2 rubber
4-8 . wash cloths
1-1 . woolen blanket

Miscellaneous

1-2 . basin, small
1-2 . compress wringer
2-2 . drinking tubes (glass)
1-1 . medicine dropper
1-2 . pitcher, large
2-4 . pressure rings
1-1 . stop watch
6-6 . thermometers (mouth)
2-4 . trays

Sample home medicine cabinet with contents

MANAGEMENT

Minimum to Maximum

Consumer Education and Family Economics

Cleaning equipment for homemaking department

0-1 . electric broom and polisher
1-1 . vacuum cleaner and attachments

Cleaning equipment for each classroom

1-2 . basket for cleaning supplies
. brooms:
1-4 regular
1-2 whisk
2-4 hand (for dusting tables)
1-2 . bucket
1-3 . dust pan
1-2 . mop
. sponges

Dividers: various sizes and types for room, cupboard, and closet

Fabrics and textiles

. fabric swatches (half-yard lengths)
. textile lengths (1 yard each)

Flatware

1 set . silver service for 4
1 set . stainless steel service for 4

1 place setting **Tableware** (various kinds)

Utensils, small kitchen

2 sets (10 to 12 items)

Various kitchen items

2 sets . cans (marked for size)
2 sets . step shelves (3 in set)

Cross reference:
FOODS AND NUTRITION
CLOTHING AND TEXTILES

SUGGESTED EQUIPMENT

FOODS AND NUTRITION
For each unit kitchen

Minimum to Maximum	Tools and Utensils
	Beaters
1-2	. rotary
1-2	. wire egg whip, large
1-2	. wire spiral whip, small
1-2	Biscuit and cookie cutters
1-1	Bread pan, 9" x 5" x 2-1/2"
	Cake pans
1-2	. loaf pan, 10" x 6"
1-2	. round, layer 8" or 9"
1-2	. square, 8" or 9" x 1-1/2"
1-1	Canisters, set of 3
	Casseroles, with lid
1-1	. 1 quart
1-1	. 1-1/2 quart
1-1	. 2 quart
1-2	Chopping board
1-1	Colander
1-2	Cookie sheet, 12" x 15" or 14" x 17"
1-2	Cooling rack, 11" x 11"
6-8	Custard cups
1-1	Dish drainer pad
1-1	Dish drainer rack
	Double boilers
0-1	. 1 quart
0-1	. 2 quart
	Forks, cooking
2-2	. two-tined, long handled
2-2	. two-tined, short handled
1-1	. pastry or blending fork
	Fry pans
1-2	. 7" size, with lid
0-1	. 10" size, with lid
	Funnels
0-1	. fruit
0-1	. large, 5-1/2"
1-1	. small, 2-3/4"
1-1	Garbage can, small or waste basket, plastic
1-2	Grater (and shredder set)
	Knives
1-1	. butcher, 7" to 8" blade
1-2	. French, 6" to 8" blade
2-4	. paring, 2-1/2" to 4" blade
1-2	. peeler, vegetable
1-2	. slicing, 7" all purpose

FOODS AND NUTRITION
For each unit kitchen

Minimum to Maximum	Tools and Utensils
1-2	Ladle, 1/4 cup to 1/2 cup
1-1	Lemon reamer
	Measures
1-2	. glass, 1 cup
1-2	. glass, 2 cup
2-2	. nested cup sets
1-1	. glass, 1 quart
1-1	Mixer, hand (electric)
	Mixing bowls
2-2	. 1 pint
2-2	. 1 quart
1-2	. 2 quart
1-2	. 3 quart
1-2	Muffin pans, 6 cup
1-1	Oven tongs
1-2	Pancake turner, 10"
1-1	Paper towel rack
1-2	Pastry blender
	Pie pans
1-2	. 6" size
1-2	. 8" size
1-1	Potato masher
1-1	Pressure saucepan, 4 to 6 quart size
1-2	Refrigerator dish set
1-2	Rolling pin, 10"
1-2	Salt and pepper shaker sets
	Saucepans, with lids
2-2	. 1 pint
1-2	. 2 quart
2-2	Scoops: flour, sugar
2-2	Scrapers, rubber
1-1	Shears, kitchen
	Sieves (or strainers)
1-2	. wire mesh, 2"
1-2	. wire mesh, 5"
	Sifters
1-1	. 3 screen, 5-1/2 cup
1-2	. 1 screen, 1 cup
1-1	Sink strainer
	Spatulas
2-2	. small, 6" blade
1-1	. large, 9" blade

Continued . . .

SUGGESTED EQUIPMENT

FOODS AND NUTRITION
For each unit kitchen
Continued . . .

Minimum to Maximum	Tools and Utensils
	Spoons
2-2	. measuring spoon sets
4-6	. teaspoons
4-6	. tablespoons
2-2	. slotted spoons
	Thermometers
1-1	. candy
1-1	. deep fat
1-2	Tongs, 9"
1-1	Tongs, 16"
2-2	Trays, utility or service, 12" x 16" x 1"
1-2	Vegetable brush

FOODS AND NUTRITION
For each homemaking department

Minimum to Maximum	Tools and Utensils
1-1	Barbecue equipment set, outdoor
	Bowls
2-4	. 4 to 6 quart sizes
2-2	. wooden chopping
2-2	Cake pans, tube, round
1-2	Cake decorator set
1-1	Can opener, wall
	Choppers, hand
1-2	. food, large
1-2	. nut, small
2-2	Coffee makers, 8 cup
1-1	Coffee urn, 50 cup
1-1	Casserole, 3 quart
2-4	Cookie cutter sets
2-4	Cookie presses
1-1	Dutch oven
1-1	Egg poacher
2-2	Fry pans with lids, large
1-1	Garbage can, large
2-2	Ice cream dippers
1-1	Jar lifter

FOODS AND NUTRITION
For each homemaking department

Minimum to Maximum	Tools and Utensils
	Kettles, with lids
1-1	. blanching, 6 quart
1-1	. preserving, 14 quart
2-2	. 4 quart
1-2	Knives, bread
1-1	Knife sharpener
1-1	Meat grinder
1-2	Minute minder
	Molds
3-4	. large
6-24	. small
1-1	Nut cracker
6-12	Pie pans, 3"
	Roasters
1-1	. broil-roast pan
1-1	. large
1-1	Roast rack
1-1	Saucepan, 3 quart
1-1	Scale, household
1-1	Steamer
1-1	Teakettle, 3 to 4 quart size
1-1	Teapot
1-1	Tongs, set of 3 pieces
1-1	Water bath canner, with 7 jars, 1 quart size

MAJOR KITCHEN EQUIPMENT must be in the quantity and of the type/s to suit the instructional program and class enrollments:

- Sinks, double
- Garbage disposals
- Hot water heaters
- Stoves
- Ovens
- Refrigerators
- Freezers

Portable Electric Equipment

Minimum to Maximum	
1-4	Fry pans
1-2	Griddles
1-2	Pressure cookers
1-2	Toasters
1-2	Waffle irons

1 each of

- Blender
- Can opener
- Coffee maker
- Deep fat fryer
- Dishwasher
- Grinder
- Ice cream freezer
- Knife sharpener
- Mixer, standing
- Saucepan

SUGGESTED EQUIPMENT

Dishes, Flatware, Linens, and Table Accessories

FOODS AND NUTRITION
For each unit kitchen

Minimum to Maximum	Dishes
4-8	Cereal or cream soup bowls
1-1	Creamer and sugar bowl set
4-8	Cups and saucers
4-8	Fruit dishes
	Glasses
4-8	. juice
4-8	. water
	Plates
4-8	. bread and butter
4-8	. luncheon or dinner
4-8	. salad or dessert
1-1	Platter or chop plate
4-8	Salad bowls, small
1-1	Salt and pepper shaker set
4-8	Sherbet dishes, glass
1-2	Vegetable serving bowls
1-1	Water pitcher, 2 quart

Flatware

	Forks
4-8	. dinner (or luncheon)
4-8	. salad
	Knives
4-8	. butter, individual
1-1	. butter, serving
4-8	. dinner (or luncheon)
1-1	Salad serving set
	Spoons
4-8	. dessert or soup spoons
1-2	. tablespoons, serving
4-8	. teaspoons

Linens . Accessories

1-2	Luncheon cloth
4-8	Napkins
4-8	Place mats
1-1	Table protector pad
2-4	Trivets
1-1	Vase and frog

FOODS AND NUTRITION
For each homemaking department

Minimum to Maximum	Items
1-4	Bread or bun basket
1-2	Cake plate, large, flat
2-2	Cake server; pie server
2-2	Candy and nut bowls
1-1	Coffee service
1-1	Flatware, service for 8 or 12
	Linens
2-4	. table cloths
8-12	. napkins
8-12	. place mats
1-1	Punch bowl and ladle
20-50	Punch cups
1-2	Salad bowl, large
1-2	Salad serving set
1-1	Table service for 8 to 12
1-1	Tea service
	Trays
10-20	. lap, 12" x 18"
10-30	. snack
2-6	Vases and bowls with frogs and assortment of fine quality artificial flowers for demonstration and experiments in arrangements

SUGGESTED EQUIPMENT

CLOTHING AND TEXTILES

Minimum to Maximum	Items
	Furniture
1-8	. display stands, high and low
1-1	. dress forms, adjustable
1-1	. mirror, silver-backed, three-way
1-1	. mirror, wall
1-1	. platform, raised (if with castors, they must lock)
1-1	. table, folding, cutting
1-1	. sewing machine, electric with bench or chair (for every 2 students)
1-1	. stool for fitter
1-1	. table, folding, cutting
1-1	**Microscope**
1-6	. pic glass (textile study)
	Pressing equipment
1-2	. automatic pressing sponge
3-6	. ironing boards
3-6	. irons (steam)
1-4	. point presser
1-8	. pounding board
1-8	. pressing ham
1-8	. pressing mitt
1-8	. skirt board
1-8	. sleeve board
1-4	. velvet board (needle)
	Scissors - shears
1-4	. buttonhole scissors
1-4	. cutting shears, 7" size
1-4	. embroidery shears
1-1	. pinking shears
1-4	. ripping shears
	Sewing machine attachments
1-2	. buttonholer
1-2	. seam guide (gauge) per machine
1-2	. zig zag attachment
1-2	. zipper foot per machine

CLOTHING AND TEXTILES

Minimum to Maximum	Items
	Small equipment - miscellaneous
1-1	. bobbins, per student
1-1	. eyelet punch
1-2	. gauge, 6" size
1-6	. pin cushions
1-4	. ripper
1-10	. ruler
1-2	. screw driver
1-4	. skirt or hem markers
1-12	. T-squares, metal
1-6	. tapemeasures
1-6	. thimbles
1-2	. tracing wheel
1-10	. yardstick

Tote Trays: minimum of one per student, day and evening classes, plus extras

17" to 18" long
12" to 15" wide
4" to 5" deep

LAUNDRY

Suggested items for each laundry area:

1-2 irons
1-2 ironing boards

1 clothes hamper
1 service cart

1 washer
1 dryer

Consider having the washer and dryer on heavy casters for easy maintenance

SUGGESTED EQUIPMENT

HOUSING AND HOME FURNISHING

Minimum to Maximum	General Items
	Accessories
3-6	. candle holders
2-4	. decorative objects
6-10	. flower containers
6-15	. frogs
1-3	. pictures, framed
0-1	Book case
0-1	Buffet
	Chairs
4-8	. dining
0-1	. occasional
1-3	. upholstered
1-1	Hassock or bench
2-3	Lamps: table and/or floor lamps
1-1	Pullman -type kitchen unit
0-1	Rug
0-1	Radio
	Screens (dividing)
1-4	. flexible bamboo
1-4	. three-way folding
1-1	Serving tea cart
1-1	Sofa
	Tables
0-1	. coffee
1-1	. dining, to seat 8
1-3	. end
0-1	Television set

HOUSING AND HOME FURNISHING

Minimum to Maximum	Household Tool Kit
1-1 of each item	. carpenter's rule
	. flower scissors
	. glass cutter
	. hammers . regular . tack . upholstery
	. paint scraper
	. pliers . regular . needle nose
	. plumb line
	. putty knives . narrow . wide
	. saws . coping . regular
	. screw drivers . large . small
	. steel tape
	. T-square, metal
	. web stretcher
	. wire cutter

NOTE: AMPLE OUTDOOR GARBAGE CANS should be provided for the entire homemaking department, even if there is a garbage disposal -- for empty cans, packages, all waste and refuse.

W O R K S H E E T

FOR ESTIMATING SPACE AND FOR LISTING EQUIPMENT NEEDED FOR HOMEMAKING EDUCATION

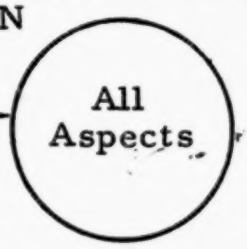
IT MAY BE CONVENIENT TO USE THIS TYPE OF WORKSHEET

- During review of the entire homemaking education program to be offered and of grades served
- While administrative decisions are being made
- While equipment lists are being studied
- In setting up educational specifications

TYPES OF HOMEMAKING ROOMS

REFERENCE FOR PREPARING WORKSHEET OF ESTIMATED SPACE NEEDED FOR HOMEMAKING EDUCATION

- **THE ALL-PURPOSE ROOM**
  All aspects of homemaking education are taught in the classroom.



- **THE MULTI-PURPOSE ROOM**
  Selected aspects of homemaking education are taught in different classrooms. This may be affected by grouping arrangements as well as by content, such as an all-purpose room for all ninth-grade students, or a special room with facilities for senior classes.

Suggested Combinations

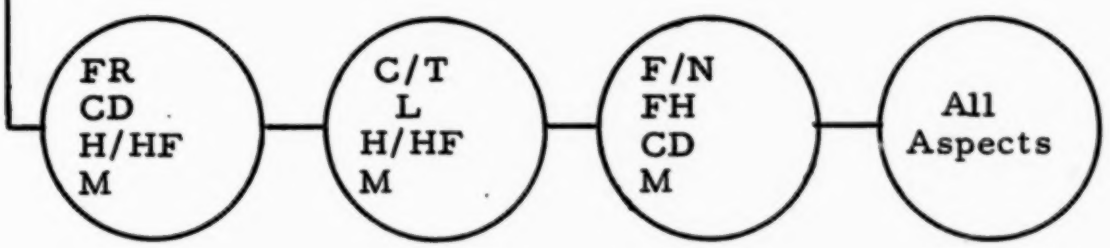
The 4-classroom department

- Family Relationships
- Child Development
- Housing and Home Furnishing
- Management

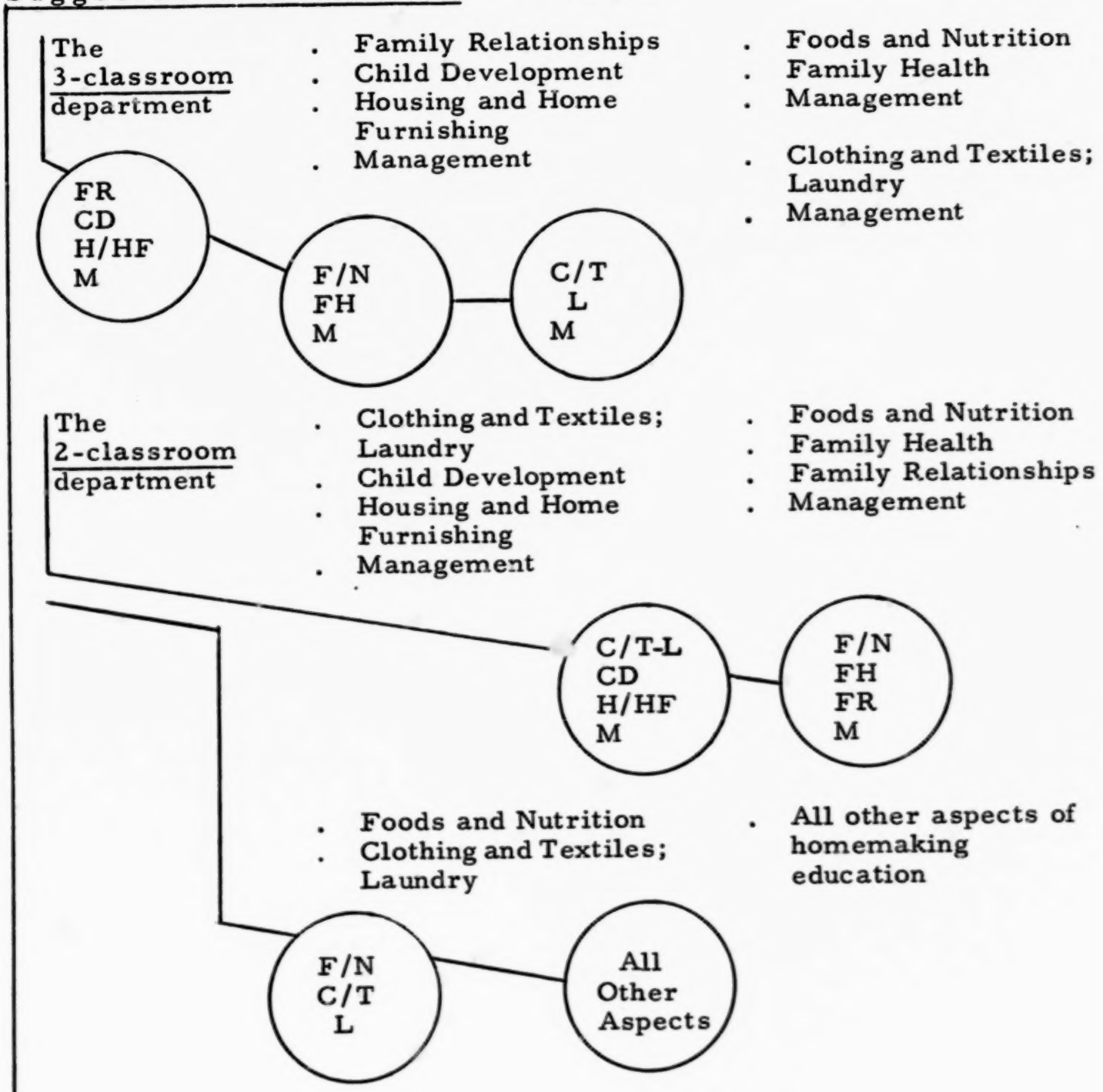
- Clothing and Textiles; Laundry
- Housing and Home Furnishing
- Management

- Foods and Nutrition
- Family Health
- Child Development
- Management

- All aspects of homemaking education in one classroom



Suggested Combinations . Continued



TOTAL SPACE NEEDED depends on numbers of students to be served and instructional activities which will occur in each classroom. Based on an enrollment of 24 students and on other figures given by teachers on the advisory committee, the requirements in square feet are:

. THE ALL-PURPOSE ROOM .... 70 to 90 square feet per student
. THE MULTI-PURPOSE ROOM .. 50 to 70 square feet per student

SHAPE OF THE ROOM is important: rectangular rooms (not less than 30 feet wide) are more adaptable than square rooms; wedge-shape or other-shape rooms may have both advantages and disadvantages.

WORKSHEET . Suggested format for listing needs

. Set up a worksheet to list administrative decisions (see pages 7 - 10)

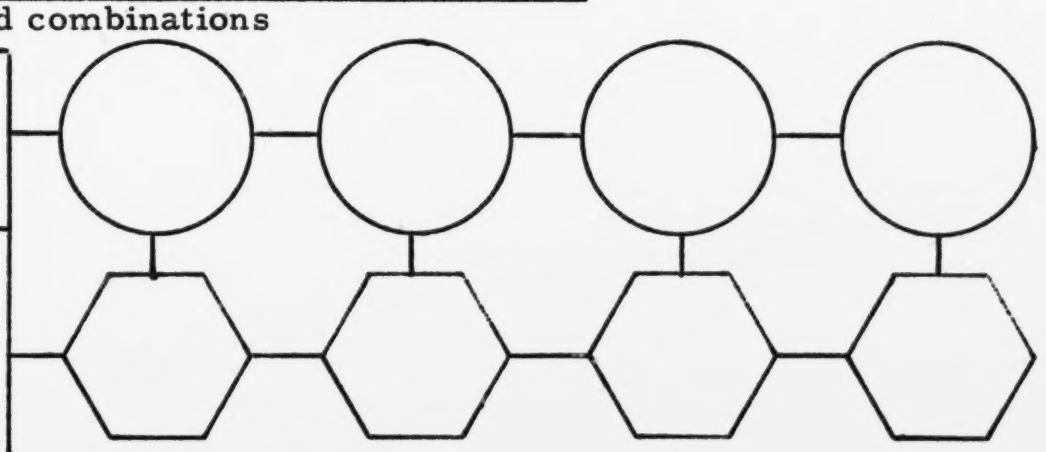
. Estimate total enrollment, homemaking department
  . Day classes ..... _____
  . Evening adult classes ..... _____ _____

. Estimate numbers of classrooms needed ..... _____

. Determine TYPES OF CLASSROOMS needed
See suggested combinations

Identify aspects to be taught

Identify:
. grades
. classroom capacity
. number of periods



. Make a separate worksheet for each GENERAL FACILITY

Compute the approximate square feet needed

  . Demonstration-Discussion-Study Area and Materials Center
    . Classroom chairs, number _____
    . Tablet armchairs, number _____
    . Tables, kind and number _____
    . Estimated aisle space needed _____
    . Estimated space needed for demonstration _____
    . Other _____

. Workroom	Number	Size
. Desks/chairs	_____	_____
. Tables	_____	_____
. Cabinets	_____	_____
. Files	_____	_____
. Other	_____	_____

  . General Classroom Storage
    . Students' wraps _____
    . Teacher's wardrobe _____
    . Cleaning equipment _____

  Add general classroom storage to each classroom worksheet

NOTE: If separate facilities are not provided for Demonstration-Discussion-Study Area and Materials Center, and for Workroom, space must be added to classrooms for these facilities

WORKSHEET

When the number and types of classrooms have been determined -- prepare a separate worksheet for each:

CLASSROOM

Compute the approximate square feet needed

- List aspects of homemaking education and instructional activities
- Identify grades to be taught, classroom capacity, and number of periods
- List major equipment and furniture needed, numbers and sizes
- Allow for adequate space surrounding all working areas, demonstration area, traffic lanes
- Add classroom storage space needed for the particular instructional activities
- Add general classroom storage space (see page 61)
- If there are no separate facilities for demonstration, or separate workroom available to the department, add space for these to each classroom, or to certain classrooms (see page 61)
- Remember that the same space can be used for many related activities; when the approximate square footage needed is totaled for each classroom, EVALUATE (see page 60; review Principles of Flexibility)

Classroom Total

- Make a department summary (review Total Facilities)

WORKSHEETS CAN BE USED TO PREPARE EDUCATIONAL SPECIFICATIONS, INCLUDING A SUMMARY OF THE WORKSHEETS FOR EACH FACILITY AND FOR THE ENTIRE DEPARTMENT

- Later, prepare a detailed list of equipment and supplementary materials needed for each classroom, and for the department

PAPER ARRANGEMENTS

During pre-planning, and particularly when the preliminary drawings are available for review by the planning committee, a useful procedure is to have bits of colored cardboard, cut to the same scale, to represent the different items of major equipment and furniture. Move these around to discover possible arrangements.

You can determine adequacy of workspace, demonstration space, storage space, and you can pre-judge traffic patterns on paper. It is less expensive and less effort to plan on paper than it is to move around actual equipment. It is wiser to discover discrepancies or to suggest improvements BEFORE a facility is built rather than AFTERWARD.

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I N D E X

APPENDIX is the list of suggested equipment for each aspect of homemaking education, pages 50 through 57

ILLUSTRATIONS in this bulletin are meant to be suggestions and not detailed working drawings

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